



## General Certificate of Secondary Education

# English (Mature) 3703 *Specification B*

*3703/1F Paper 1 Tier F*

## Mark Scheme

*2006 examination – June series*

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.



**SPECIFICATION B ENGLISH MATURE 3703  
Paper 1 Media and Non-Fiction  
Foundation Tier 3703/1F  
MARK SCHEME  
SUMMER 2006**

**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 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 candidates 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 article *Speedy suppers* and the extract from the *Woman's Magazine Annual 1935* on pages 5 and 7 of your pre-release booklet.

Write about how the texts present women and their family situations.

Explain:

- what Mandy in *Speedy suppers* does for her family
- how the writer in the *Woman's Magazine Annual* tries to persuade 'Norah' to accept the situation
- the impressions of the different families we gain from the pictures. (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))
- distinguish between fact and opinion and evaluate how information is presented; (2(ii))
- follow an argument, identifying implications and recognising inconsistencies; (2(iii))
- 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** levels 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 level 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 level. 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.

<p><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-3 marks</b></p> <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>	<p><b>Content-Related Descriptors</b>  <b>0-3 marks</b></p> <ul style="list-style-type: none"> <li>• references to texts;</li> <li>• some mention of women and/or families;</li> <li>• some detail about the content;</li> <li>• simple comment.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 2</b>  <b>4-6 mark range</b></p> <ul style="list-style-type: none"> <li>• show <b>some understanding</b> of Mandy’s role;</li> <li>• show <b>some understanding</b> of how the Annual’s argument is constructed;</li> <li>• make some <b>limited comment</b> on the pictures;</li> <li>• <b>attempt</b> sensible <b>selection</b> of references to support points.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>4-6 marks</b></p> <p>Mandy</p> <ul style="list-style-type: none"> <li>• looks after the family;</li> <li>• does much of the cooking;</li> <li>• works part-time so has to fit family commitments around that;</li> <li>• enjoys cooking – provides meals family likes.</li> </ul> <p><i>Woman’s Magazine Annual</i></p> <ul style="list-style-type: none"> <li>• clear advice throughout e.g. first sentence;</li> <li>• confident e.g. no ‘slavery’ but ‘love’s work’ and use of imperative: ‘Leave them...’;</li> <li>• claims understanding of mother: ‘mother revels in her service’;</li> <li>• relies on old-fashioned view of marriage.</li> </ul> <p>Picture</p> <p><i>Speedy Suppers</i></p> <ul style="list-style-type: none"> <li>• relaxed and modern;</li> <li>• smiling;</li> <li>• all together in the kitchen, like a unit;</li> <li>• a bright, happy image.</li> </ul> <p><i>Women’s Magazine Annual</i></p> <ul style="list-style-type: none"> <li>• old fashioned – a ‘black and white’ world;</li> <li>• older people: focus on couple, rather than family;</li> <li>• he is busy, she watches him lovingly;</li> <li>• he is reading, she seems to be waiting for his decision.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• give explanations which are concise and generally focused</li> <li>• respond to the stem of the question</li> </ul> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> <li>• show <b>understanding</b> of Mandy’s role;</li> <li>• show <b>understanding</b> of how the Annual’s argument is constructed;</li> <li>• <b>comment</b> on the effect of the pictures;</li> <li>• select <b>some appropriate references</b> from the texts to support points.</li> </ul> <p>At the top of the mark range:</p> <ul style="list-style-type: none"> <li>• begin to evaluate;</li> <li>• show <b>clear understanding</b> of the report’s presentation of Mandy’s role;</li> <li>• show <b>clear understanding</b> of how the Annual’s argument is constructed;</li> <li>• make <b>clear, comparative comment</b> on the effect of the pictures;</li> <li>• provide <b>apt, focused supporting detail</b>.</li> </ul>	<p>Mandy</p> <ul style="list-style-type: none"> <li>• she is presented positively, working and doing all she can to keep family happy;</li> <li>• see herself as typical, ‘Like all mums’, and admits she cannot be perfect;</li> <li>• adapts to family needs – although they cannot always eat together, they seem content;</li> <li>• focus on home cooking and appreciation of family;</li> <li>• varied modern recipes;</li> <li>• supported by husband, who also cooks.</li> </ul> <p><i>Woman’s Magazine Annual</i></p> <ul style="list-style-type: none"> <li>• advice is ‘emphatic’;</li> <li>• rhetorical and emotive appeal;</li> <li>• ‘slavery’ etc. in inverted commas as if to make the phrases seem ridiculous;</li> <li>• patronising: ‘you are looking at them with romantic young eyes’;</li> <li>• assumes it is a happy, peaceful, marriage;</li> <li>• use of exclamations to begin and end;</li> <li>• relies on assumptions;</li> <li>• opinions.</li> </ul>
<p><b>Allowed Level 4</b> <b>10 marks</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, 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>	<p>Pictures</p> <p><i>Speedy suppers</i></p> <ul style="list-style-type: none"> <li>• family presented in modern surroundings and they are all smiling;</li> <li>• colours vibrant;</li> <li>• casual clothes;</li> <li>• kitchen seems centre of their world;</li> <li>• ‘typical’ family: boy and girl, attractive wife, man might be slightly older (balding).</li> </ul> <p><i>Woman’s Magazine Annual</i></p> <ul style="list-style-type: none"> <li>• seem from another age – clothes, surroundings, lack of colour;</li> <li>• older: family has gone, they are living contentedly together;</li> <li>• husband more important: appears to be making decision whilst she waits for what he has to say;</li> <li>• contrast with apparent equality in <i>Speedy suppers</i>;</li> <li>• a glimpse of a totally different kind existence, which, as with <i>Speedy suppers</i>, is supported in the text.</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 Raid* on the opposite page, in which Mende Nazer writes about a time she will never forget.

What do we learn about Mende Nazer’s family?

Write about:

- their life together
- how they react when the raid takes place
- the language used.

**(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))
- distinguish between fact and opinion and evaluate how information is presented; (2(ii))
- follow an argument, identifying implications and recognising inconsistencies; (2(iii))
- 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** levels 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 level 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 level. 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.

<p><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-3 marks</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>Content-Related Descriptors</b>  <b>0-3 marks</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></p> <ul style="list-style-type: none"> <li>• show <b>some understanding</b> of the effects of the text;</li> <li>• show <b>some understanding</b> of the family's life;</li> <li>• show <b>some understanding</b> of their reactions;</li> <li>• offer <b>limited comment</b> on how language is used;</li> <li>• <b>attempt</b> sensible <b>selection</b> of references to support points.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>4-6 marks</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>• re-tells what happens in some detail;</li> <li>• includes some analysis of their lives and their reactions, e.g. their relationships and who appears to be in charge;</li> <li>• attempts some explanation of how we react to details in the text;</li> <li>• language points might attempt comment on the childish simplicity of the child's expression and on the father's language.</li> </ul>

<p><b>Skills-Related Descriptors</b>  <b>Level 3</b>  <b>7-9 marks</b></p> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> <li>• show <b>understanding</b> of the effects of the text;</li> <li>• show <b>understanding</b> of the family’s life;</li> <li>• show <b>understanding</b> of their reactions;</li> <li>• begin <b>understanding</b> of how language is used;</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 effects of the text;</li> <li>• provide a <b>clear interpretation</b> of the family’s life and their reactions;</li> <li>• show <b>clear understanding</b> of how language is used;</li> <li>• give <b>concise explanations</b> which are generally focused;</li> <li>• provide <b>apt, focused supporting detail</b>.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>7- 10 marks</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>• gives a processed summary of what happens;</li> <li>• focuses on how the relationships in the family are established, e.g. the love between the father and this daughter;</li> <li>• deals with a range of ideas;</li> <li>• is able to interpret the emotions and reactions as the raid takes place, e.g. how she is ‘trembling’ and ‘terrified’ and the father’s desperate commands and the mother simply following;</li> <li>• recognise the change in language: the contrast between the apparent security of the evening and the terror when the village is attacked;</li> <li>• deals with emotive language.</li> </ul>
<p><b>Allowed Level 4</b>  <b>10 marks</b></p> <ul style="list-style-type: none"> <li>• show a full and detailed <b>understanding and interpretation</b> of the effects of the text;</li> <li>• provide a <b>full and detailed evaluation</b> of the family as it is presented;</li> <li>• provide a <b>full and detailed evaluation</b> of the use of language;</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** Families can provide support and love, but they can also make people's lives miserable.

Write an essay in which you argue for **or** against close family ties.

You might wish to write about:

- what you like or dislike about family life
- coping with the challenges of family life
- the best way to live.

Remember:

- your purpose is to write an argument
- to keep the audience in mind
- to write accurately and express yourself clearly.

*(20 marks)*

**Specific**

Two separate marks must be awarded 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 mark for Section B questions is therefore 20.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** levels and the **Content-Related** descriptors next to them.

For AO3 (iii), use the separate set of levels which follow. Ring the marks in the margin at the end of the answer, with the AO3 (i)/(ii) total above the AO3 (iii) total. **Note that two marks will be awarded which must be indicated separately and added together.**

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></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> <b>0-3 marks</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show that the focus of the essay is families;</li><li>• write about families in a simple way;</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 to cope within families e.g. not arguing;</li><li>• offer at least one clear argument.</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></p> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>• show awareness of the purpose and intention of writing the essay e.g. by directly engaging the reader;</li><li>• write an appropriate essay 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 an argument 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 writing;</li><li>• use devices such as 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>• attempt a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li></ul>	<p><b>Content-Related Descriptors</b> <b>4-6 marks</b></p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"><li>• show a grasp of how to write the essay;</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 argument, which might consist of anecdotes or generalised statements;</li><li>• conclude by attempting to sum up or round off the argument convincingly.</li></ul>
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<p><b>Skills-Related Descriptors</b>  <b>AO3(i)/(ii)</b>  <b>Level 3a</b>  <b>7-9 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>state the purpose and intention of writing the essay, but without much development of the argument, e.g. points might be repeated;</li> <li>write an essay, the tone of which is appropriately serious but may lack subtlety, e.g. is likely to assert bluntly rather than develop an argument effectively;</li> <li>engage the reader by presenting an argument 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...’; or emotive language;</li> <li>write in a way which shows clarity of thought and communicates with some success.</li> </ul> <p><b>Organisation of Ideas Level 3a</b></p> <ul style="list-style-type: none"> <li>use paragraphs in a whole text;</li> <li>begin to 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><b>Content-Related Descriptors for 3a and 3b</b>  <b>7-12 marks</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>write an appropriate essay;</li> <li>show understanding that the topic is concerned with the positive or negatives of family life and offers appropriate argument;</li> <li>state the argument clearly, e.g. a clear statement that family ties are valuable or cause problems;</li> <li>offer a variety of clear illustrations or persuasive ideas to support the argument;</li> <li>offer more examples, 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;</li> <li>offer convincing supporting ideas using some commanding language and ideas;</li> <li>begin to argue 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 argument, so that the article ends unambiguously.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>AO3 (i)/(ii)</b>  <b>Level 3b</b>  <b>10-12 marks</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 essay e.g. by engaging the reader directly, effectively and appropriately;</li> <li>write an essay, 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 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.</li> </ul>	

<p><b>Skills-Related Descriptors</b>  <b>AO3 (i)/(ii)</b>  <b>Allowed Level 4</b>  <b>13 marks</b></p> <ul style="list-style-type: none"> <li>• make clear and sustain purpose and intention of writing the essay;</li> <li>• write an essay, the tone of which is appropriate and also, possibly, manipulative with some subtlety;</li> <li>• engage the reader with a detailed, developed argument and a variety of persuasive ideas; with abstract argument attempted and 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: could you ever be more secure than in the bosom of your own family?’;</li> <li>• write in a way which shows clarity of thought and communicates in a convincing way.</li> </ul> <p><b>Organisation of Ideas</b>  <b>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>  <b>13 marks</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 and present ideas effectively for the audience;</li> <li>• give well selected details using emotive, persuasive, imperative and unequivocal words and phrases;</li> <li>• offer more generalised argument stemming from a full understanding of the issue, such as “Close links with your family can only lead to a richer future, in which love, support, an ear to listen and wisdom to advise you will always be close by.”;</li> <li>• conclude the essay in a well-rounded, clear, even witty and decisive way.</li> </ul>
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<p><b>AO3 (iii) Level 1</b> <b>Accuracy</b> <b>0-2 marks</b></p> <ul style="list-style-type: none"><li>• write with little control of agreement, punctuation and sentence construction;</li><li>• organise writing using sentence demarcation which is sometimes accurate;</li><li>• write some simple sentences accurately;</li><li>• show some accuracy in the spelling of words in common use;</li><li>• use standard English appropriately.</li></ul>
<p><b>AO3 (iii) Level 2</b> <b>Accuracy</b> <b>3-4 marks</b></p> <ul style="list-style-type: none"><li>• write with some control of agreement, punctuation and sentence construction;</li><li>• organise writing using sentence demarcation which is mainly accurate at the top of the mark range;</li><li>• write simple and, at the top of the mark range, some complex sentences accurately;</li><li>• show accuracy in the spelling of words in common use;</li><li>• use standard English appropriately.</li></ul>
<p><b>AO3 (iii) Level 3 (3a and 3b)</b> <b>Accuracy</b> <b>5-6 marks</b></p> <ul style="list-style-type: none"><li>• write accurately with control of agreement, punctuation and sentence construction;</li><li>• organise writing using sentence demarcation which is accurate;</li><li>• employ some variety of sentence forms;</li><li>• show accuracy in spelling of words in common use and in an increasingly ambitious vocabulary;</li><li>• use standard English effectively.</li></ul>
<p><b>AO3 (iii) Allowed Level 4</b> <b>Accuracy</b> <b>7 marks</b></p> <ul style="list-style-type: none"><li>• employ a variety of accurate sentence forms and punctuation for specific effect;</li><li>• show accuracy in spelling words from an ambitious vocabulary.</li></ul>

**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)			✓