



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Secondary Education**

**English (Mature) 3703**

*Specification B Paper 1F*

**Mark Scheme**

*2007 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.

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**SPECIFICATION B ENGLISH MATURE 3703  
Paper 1 Media and Non-Fiction  
Foundation Tier 3703/1F  
Mark Scheme  
Summer 2007**

**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 have arrived at their mark. The comment should be related to the Skills-Related descriptors in the mark scheme. 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 kinds 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 level descriptors. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

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## 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 Texts

#### 1 Media Texts

Refer to the article *Let's go fly a kite* on page 4 of your pre-release booklet and the article by Phil Hogan on page 9 of your pre-release booklet.

What different impressions of days out do these texts give you?

Write about:

- what happened on each day out
- how each writer uses language
- the presentational devices in *Let's go fly a kite*. (10 marks)

#### Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument** and **distinguish between fact and opinion**; (2(ii) and 2(iii))
- **select** appropriate references to support and extend comment; and make cross references; (2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 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** levels 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 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. The **Content-Related** descriptors present features and examples, to which candidates might refer 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>Marks 0-3</b></p> <p><b>Key words: 'limited'</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation and understanding of the content of the Media texts;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to distinguish fact from opinion;</li> <li>• shows limited ability to follow argument;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writers use language, structure and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• References to texts: e.g. kites flying and a family day out;</li> <li>• mention of some language;</li> <li>• mention of pictures.</li> </ul>
<p><b>Level 2</b> <b>Marks 4-6</b></p> <p><b>Key words: 'some', 'relevant'</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation and understanding of the content of the Media texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to distinguish fact from opinion;</li> <li>• shows some ability to follow argument, and identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or makes some cross- references;</li> <li>• shows some understanding of how the writers use language, structure and presentation to achieve their intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions the sorts of activities taking place on Heath Common, such as kite flying and kite making;</li> <li>• gives narrative account of Hogan's family day out, mentioning what happens to and between the family members and at the zoo;</li> <li>• able to identify the sorts of language used e.g. positive adjectives and short paragraphs in <i>Let's go fly a kite</i> and more complex language from Phil Hogan such as "sensing an alternative agenda entirely inimical to zoos";</li> <li>• likely to make generalised points about presentational devices e.g. "to show what it was like";</li> <li>• comparisons will be simple, e.g. "the family day out tells us a lot about the family and <i>Let's go fly a kite</i> tells us about what happened on Heath Common."</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 7-9</b></p> <p><b>Key words: ‘clear’, ‘appropriate’</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Media texts;</li> <li>• makes appropriate references</li> <li>• shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information;</li> <li>• shows clear ability to follow appropriate argument, and identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross- references in support of the answer;</li> <li>• shows clear understanding of how the writers use language, structure and presentation to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives a processed summary of what happens, with an overview of what the texts are setting out to achieve;</li> <li>• <i>Let’s go fly a kite</i> is a largely factual report which gives the impression that kite-flying is enjoyable and the day on the Common was enjoyable and popular;</li> <li>• Phil Hogan’s article gives a humorous account of his family’s day at the zoo, weaving what they did with glimpses of how the family gets along;</li> <li>• offers precise details on the numbers attending, the number of kites etc; and on the animals at the zoo, what the family actually did and what Hogan thought about it all;</li> <li>• focuses on how language is used e.g. to create a sense of excitement (“stunning”) and community involvement (“people in their thousands”) in <i>Let’s go fly a kite</i>; and to amuse in Phil Hogan’s article: “and sure enough off he slopes to bed for the afternoon”;</li> <li>• comments on the colour, variety and appeal of the pictures – maybe how they are overlaid and duplicated.</li> </ul>
<p><b>Level 4</b> <b>Marks 10</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>• Offers a full and detailed interpretation, insight and understanding of the content of the Media texts;</li> <li>• makes perceptive references to texts;</li> <li>• shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information;</li> <li>• shows a sustained ability to follow argument, identify implications and recognise inconsistencies;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• collates material and makes perceptive cross references in support of the answer;</li> <li>• shows detailed understanding and sensitive appreciation of how the writers use language, structure and presentation to achieve their intended effects.</li> </ul>	

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## 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 *No Worries* on the page opposite, in which Maria Housden remembers a day when her daughter persuaded her to paint.

How did the experience affect the writer?

Write about:

- how her daughter's request changed her plans
- how the writer felt about what happened
- what you found enjoyable in the language used in the text. (10 marks)

### Specific

Examiners are required to consider how far candidates:

- **understand** the text, engage with it, and **interpret** it; (2(i))
- **select** appropriately from the text: (2(iv))
- **understand** and **evaluate** how **language** is used to involve the reader. (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** levels 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 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. The **Content-Related** descriptors present features and examples, to which candidates might refer 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>Marks 0-3</b></p> <p><b>Key words: 'limited'</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation, and understanding of the content of the Non-fiction text;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writer uses language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes about the painting;</li> <li>• includes some details from the text.</li> </ul>
<p><b>Level 2</b> <b>Marks 4-6</b></p> <p><b>Key words: 'some', 'relevant'</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation, and understanding of the content of the Non-fiction text;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to distinguish fact from opinion;</li> <li>• shows some ability to identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• shows some understanding of how the writer uses language and structure to achieve the intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts some analysis of what happened and how she felt e.g. what she was intending to do, what she actually did and how she enjoyed what happened;</li> <li>• understands that the writer was planning to do housework but spent her time painting with her daughter instead;</li> <li>• likely to write more about the story rather than the emotional implications;</li> <li>• shows ability to identify text which contains feelings, e.g. "I was actually <i>proud of mine</i>" / "I could feel a whole other life beating beneath my skin" – but without clear analysis</li> <li>• selects language worthy of comment – e.g. "Pleeeeeeze" or "globes of paint" and attempts comment.</li> </ul>



Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 7-9</b></p> <p><b>Key words: ‘clear’, ‘appropriate’</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Non-fiction text;</li> <li>• makes appropriate references</li> <li>• shows a clear ability to distinguish fact from opinion;</li> <li>• shows clear ability to identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• shows clear understanding of how the writer uses language and structure to achieve the intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Possibly recognises the impression created of Hannah at the start (‘danced’/‘magic wand’) and understands the ending;</li> <li>• gives a processed summary of what happens, understanding that the move from housework to painting opens up a new life to the writer;</li> <li>• reveals the difference between the facts of what happened and the opinions of the writer: e.g. commenting on “We dipped our fingers in the cups... Giggling, we lifted them out.”;</li> <li>• can interpret the writer’s emotions e.g. commenting on the mention of bright colours, striking vocabulary such as ‘masterpiece’ or ‘beautiful’ and emotive phrases such as ‘I had lost myself in the joy of it’;</li> <li>• likely to understand/appreciate the simplicity of much of the language and description; and/or to focus on the ‘Americanisms’ and metaphors (“A knot in my heart began to unravel”).</li> </ul>
<p><b>Allowed Level 4</b> <b>Marks 10</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>• Offers a full and detailed interpretation, insight and understanding of the content of the Non-fiction text;</li> <li>• makes perceptive references</li> <li>• shows in a detailed and perceptive way an ability to distinguish fact from opinion;</li> <li>• shows a sustained ability to identify implications and recognise inconsistencies;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• shows detailed understanding and sensitive appreciation of how the writer uses language and structure to achieve the intended effect.</li> </ul>	

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## 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** Some local newspapers have ‘Leisure’ sections, to tell readers what is happening in their area and to encourage them to join in with the activities.

Write an article for a local newspaper, in which you persuade readers to get involved in a leisure activity of your choice.

You might wish to persuade readers by writing about:

- what the activity involves
- how people might benefit from the activity
- how to get involved in the activity.

Remember:

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

(20 marks)

### Specific

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** levels 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 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 most (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.

Skills-Related Descriptors	Content-Related Descriptors For Level 1
<p><b>AO3(i)/(ii)</b> <b>Communication 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>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Show that the focus of the article is a leisure activity;</li> <li>• write about the activity 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 what the activity involves;</li> <li>• includes a benefit and/or how to get involved.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas with some success;</li> <li>• engage the reader by presenting an article with some reasoned and persuasive ideas – though it might rely heavily on the anecdotal to the detriment of the overall persuasive effect;</li> <li>• show awareness of the purpose and intention of writing the article e.g. by directly addressing the reader;</li> <li>• write an article though register may vary between formality and colloquial or slang; the tone may be unvaried and over-dogmatic;</li> <li>• use devices such as the rhetorical question, 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> </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 For Level 2</b> <b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Show a grasp of how to write the article;</li> <li>• offer a range of information about the activity whilst attempting to persuade the reader to get involved;</li> <li>• attempt persuasive examples and anecdotes, though not necessarily in the most logical sequence;</li> <li>• include information to support the point of view, which might consist of generalised statements;</li> <li>• conclude by attempting to sum up or round off the article convincingly.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3a</b> <b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates with some success;</li> <li>• engage the reader by presenting some reasoning and persuasive ideas, e.g. address the topic and some of its complexity;</li> <li>• state the purpose and intention of writing the article, but without much development;</li> <li>• write an article, the tone of which is appropriately serious but may lack any subtlety, e.g. is likely to assert rather than develop or persuade/argue effectively;</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. 'You might agree with me'; 'Just imagine..'</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>• 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 Levels 3a and 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Write an appropriate article;</li> <li>• show understanding that there is a need to convince the reader that the activity is of value and 'worth a try';</li> <li>• offer clear persuasion e.g. a clear statement that the activity will interest/fulfil/develop the individual, or whatever;</li> <li>• offer a variety of clear illustrations or persuasive ideas;</li> <li>• offer more examples, information and details to support the ideas, e.g. well-judged 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 persuade in an articulate way with more overarching persuasive ideas than just anecdote and specific examples;</li> <li>• present a clearly expressed conclusion which sums up the article, so that it ends positively.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3b</b> <b>10-12 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates with success;</li> <li>• engage the reader with more persuasive ideas, e.g. makes reference to consequences, complexities and implications;</li> <li>• clearly state and sustain the purpose and intention of writing the article e.g. by addressing audience directly, effectively and appropriately;</li> <li>• write an article, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• use words effectively including argumentative/persuasive markers.</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>	

<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p><b>AO3(i)/(ii)</b> <b>Communication Allowed Level 4</b> <b>13 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in a convincing way;</li> <li>• engage the reader with detailed, developed and varied persuasive ideas and vivid detail;</li> <li>• make clear and sustain purpose and intention of writing the article;</li> <li>• write an article, the tone of which is appropriately serious but also manipulative with some subtlety;</li> <li>• use devices such as the rhetorical question, humour and irony which may influence the reader;</li> <li>• show appropriate use of more interesting words including confrontational/persuasive markers e.g. 'Would you not feel your life was richer if...?'.</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, e.g. different paragraph lengths, indented sections, direct speech, as appropriate.</li> </ul>	<p><b>Content-Related descriptors for Level 4</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, and perhaps imperative and unequivocal words and phrases;</li> <li>• offer more generalised persuasion stemming from a full understanding of how to approach the task, such as "This is, after all, a perfect opportunity to transform your lifestyle and enrich your understanding of ...";</li> <li>• conclude the article in a well-rounded, clear, even witty and decisive way.</li> </ul>

**AO3(iii) Level 1****0-2 marks****Level 1 Accuracy**

- 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****3-4 marks****Level 2 Accuracy**

- 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)****5-6 marks****Accuracy**

- 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****7 marks****Accuracy**

- 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 Objectives	Questions		
	1	2	3
2(i)			
2(ii)			
2(iii)			
2(iv)			
2(v)			
3(i)			
3(ii)			
3(iii)			