



General Certificate of Secondary Education

English (Mature) 3703 *Specification B*

3703/1H Paper 1 Tier H

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
Higher Tier 3703/1H
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 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

Look again at *My Family Tree Changed My Life* and then *Dear Marie* on pages 10 and 11 of your pre-release booklet.

In what ways do the writers of these media texts present family issues to the reader? You should write about the following:

- what the writers are saying about families
- the use of language and presentational devices
- how opinions about families are used.

(13 marks)

Award a mark out of **13** 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 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.

<p>Skills-Related Descriptors 0-3 marks</p> <p>Key words: ‘limited’</p> <ul style="list-style-type: none"> • show limited interpretation, insight and understanding of the content of the texts; • may offer copying or irrelevant quotation; • shows limited ability to distinguish fact from opinion; • shows limited ability to follow argument; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writer(s) use language, structure and presentation. 	<p>Content-Related Descriptors 0-3 marks</p> <p>from <i>My Family Tree Changed My Life</i></p> <ul style="list-style-type: none"> • the article deals with a family issue; • the headline is exciting and draws the reader into the subject quickly; • the feelings of the family members are effectively described; • the purpose of the article is to provide information about the subject; <p>from <i>Dear Marie</i></p> <ul style="list-style-type: none"> • the column has a ‘friendly’ picture; • the purpose of the column is to provide advice; • it is a question/answer format; • the problem is interesting to think about; • the advice is sensible.
<p>Skills-Related Descriptors 4-6 marks</p> <p>Key words: ‘some’, ‘relevant’</p> <ul style="list-style-type: none"> • offers some relevant interpretation, insight and understanding of the content of the texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to distinguish fact from opinion; • shows some ability to follow argument, and identify implications relevant to the answer; • shows some ability to select or quote relevant material; • collates some material or make some cross-references; • shows some understanding of how the writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features. 	<p>Content-Related Descriptors 4-6 marks</p> <p>from <i>My Family Tree Changed My Life</i></p> <ul style="list-style-type: none"> • the article presents factual information about how the family members were re-united; • the main details of the story are encapsulated in the first paragraph; • there is a significant amount of information about the family relationships; • the feelings of the people in the story are presented; • the story shows how important family trees can be; • there is a vivid picture or and strong headlines; • the article gains impact from information which would be of interest to newspaper readers; • the article is set out in standard newspaper columns; • the opinions indicate families are valuable and important; <p>from <i>Dear Marie</i></p> <ul style="list-style-type: none"> • the picture at the top is linked to the idea of friendly advice; • the purpose of the column is not only to provide advice to the sender of the letter but also to the readers as a whole; • there is an effective design and layout with a change of font to emphasise the structure; • the letter asks for the solution to a difficult problem; • the language is quite advanced; • there are some difficult words and phrases such as ‘coldness and disaffection’.

<p>Skills-Related Descriptors 7-9 marks</p> <p>Key words: ‘clear’, ‘appropriate’</p> <ul style="list-style-type: none"> • offers a clear interpretation, insight and understanding of the content of the text(s); • makes appropriate references to the text(s); • shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information; • shows clear ability to follow appropriate argument, and identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross references in support of the answer; • show clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effect. 	<p>Content-Related Descriptors 7-9 marks</p> <p>from <i>My Family Tree Changed My Life</i></p> <ul style="list-style-type: none"> • the article presents factual information in an interesting way; • the main details of the story are developed from the first paragraph; • there is a significant amount of information about the family relationships and about family history; • the feelings of the people in the story are presented through their own word; • the story shows how important family trees can be to some people; • there is a strong picture which shows emotion; • family matters will appeal to certain readers; • the language is easy to follow; • the article is set out in standard newspaper columns; <p>from <i>Dear Marie</i></p> <ul style="list-style-type: none"> • the headline and sub-headline draw readers in; • the column presents an interesting dilemma; • the opinions in the response show concern for the writer of the letter; • readers would find details of other people’s lives and troubles interesting to contemplate; • the design and layout of the column do not distract from the words and ideas; • the language is able to deal with a complex issue e.g. ‘years of therapy’ and ‘recognise our parents as people’; • the more difficult words and phrases are suitable for the readers of the magazine.
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Skills-Related Descriptors 10-13 marks	Content-Related Descriptors
<p>Key words: ‘engaged’, ‘detailed’, ‘sensitive’, ‘perceptive’</p> <ul style="list-style-type: none"> • offers a perceptive and engaged interpretation, insight and understanding of the content of the texts; • makes perceptive references to text(s); • offers a detailed and engaged answer; • shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information; • shows an engaged approach in following argument, identifying implications and recognising inconsistencies; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross-references in support of the answer; • shows detailed understanding and sensitive appreciation of how the writer(s) use language, structure and presentation to achieve their intended effect. 	<p>from <i>My Family Tree Changed My Life</i></p> <ul style="list-style-type: none"> • the writer provides a structure to the pieces by presenting Kelly’s plans and how Pat would be involved with them; • this is probably a story from a local newspaper; • the story contains many family details such as the plans for the wedding and where people live; • the headline refers to the daughter’s feelings; • the picture emphasises the daughter’s feelings by showing her hugging her mother with eyes closed; • the pace of the story is ideal for a newspaper article of limited length; • the final sentence reminds readers of the beginning of the story; • the impact of presentational devices is appropriate for a story on this topic in a local or tabloid newspaper; • the audience for this piece are likely to be those who read ‘human interest’ stories; • there is a great deal of reported speech in the article; • there is evidence of cliché in phrases such as ‘over the moon’, ‘mind-blowing’ and ‘wildest dreams’; • opinions that are found in the story are not those of the writer; they are reported opinions; • the tone of the article attempts to be very uplifting; <p>from <i>Dear Marie</i></p> <ul style="list-style-type: none"> • the photograph contributes to the concept of support and sympathy; • the key words ‘life’ ‘relationships’ and ‘dear’ at the top of the page set the tone; • there is a use of some forceful language in the response, such as ‘... I would recommend you leave well alone.’; • the purpose of the column is to appeal to the target audience by careful selection of topic, language, layout and presentational devices; • the advice is carefully worded to avoid giving inappropriate advice and to leave responsibility with the sender of the letter; • the tone is reassuring, the suggestion being that the response will help people such as the sender of the letter; • some of the language approaches the jargon of psychology or therapy, such as ‘our perception of our parents’ and ‘...conditioned to try to like our families’; • response uses direct second person forms of address; • the colulmn might appeal to some readers of the magazine rather than others.

READING – Assessment Objectives

- 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 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

Refer to the extract on the opposite page from Paul Driver’s book, *Manchester Pieces*, in which the author looks at memories of his childhood.

What impression of his family life does Paul Driver give his readers? How do the use of language and the selection of details draw the reader into the narrator’s account. (14 marks)

Award a mark out of **14** 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 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.

<p>Skills-Related Descriptors 0-3 marks</p> <p>Key words: ‘limited’</p> <ul style="list-style-type: none"> • shows limited interpretation, insight and understanding of the content of the texts; • may offer copying or irrelevant quotation; • shows limited ability to distinguish fact from opinion; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the write(s) use language, structure and presentation. 	<p>Content-Related Descriptors 0-3 marks</p> <ul style="list-style-type: none"> • Driver describes a family occasion; • he writes about his Grandma’s house; • the children have a separate tea; • there is mention of food; • the children look at their Christmas presents; • there is mention of feelings.
<p>Skills-Related Descriptors 4-6 marks</p> <p>Key words: ‘some’, ‘relevant’</p> <ul style="list-style-type: none"> • offers some relevant interpretation, insight and understanding of the content of the texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to distinguish fact from opinion; • shows some ability to select or quote relevant material; • collates some material or make some cross-references; • shows some understanding of how the writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features. 	<p>Content-Related Descriptors 4-6 marks</p> <ul style="list-style-type: none"> • Driver writes about of family life; • the description points out specific items and details of life; • some of the feelings of the narrator are presented; • Driver uses interesting words; • the passage seems to understand the life of the people described; • the atmosphere of the children’s tea comes across quite well; • Christmas presents are a focus of the narrator’s attention.

<p>Skills-Related Descriptors 7-9 marks</p> <p>Key words: ‘clear’, ‘appropriate’</p> <ul style="list-style-type: none"> • offers a clear interpretation, insight and understanding of the content of the text(s); • makes appropriate references to the text(s); • shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross references in support of the answer; • show clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effect. 	<p>Content-Related Descriptors 7-9 marks</p> <ul style="list-style-type: none"> • Driver provides detail of elements of family life; • an idea of a normal or working-class family comes across; • some characterization emerges, such as Grandma; • the description points out specific items such as ‘the salacious <i>News of the World</i>’ or the titles of films they watch; • Driver structures his description very clearly, moving from a description of physical objects to a presentation of the concerns of the children; • Driver use a lot of adjectives; • there are lists of items; • the tone of the excerpt is generally sympathetic; • the atmosphere of the children’s tea is well presented with rivalries emerging and boredom growing.
<p>Skills-Related Descriptors 10-14 marks</p> <p>Key words: ‘engaged’, ‘detailed’, ‘sensitive’, ‘perceptive’</p> <ul style="list-style-type: none"> • offers a perceptive and engaged interpretation, insight and understanding of the content of the texts; • makes perceptive references to text(s); • offers a detailed and engaged answer; • shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross references in support of the answer; • shows detailed understanding and sensitive appreciation of how the writer(s) use language, structure and presentation to achieve their intended effect. 	<p>Content-Related Descriptors 10-14 marks</p> <ul style="list-style-type: none"> • a full and close engagement with language is evidenced throughout the response; • candidates in this band may identify and analyse such aspects of style as lexical variety (e.g. the informal ‘popping around’; titles ‘<i>Grand Hotel</i>’; a range of simple and complex sentences providing a distinct pace and rhythm to the excerpt; the sustained use of pre-modification and list of adjectives; • there is a significant amount of specific detail in relation to the passage as a whole; • there very limited use of imagery (‘old lady’s squeaky whistle’); • some candidates may be able to read into the description a sense of Driver’s genuine fondness and respect for the family life described; • some candidates may suggest there is an element of criticism, in the cultural features depicted, the picture of the cow, for example; • the piece is effectively balanced and structured, with Driver’s presentation of the narrator’s insights and feelings emerging through a largely descriptive piece; • there is an interesting use of the present tense, which gives a sense of immediacy; • the best answers will be distinguished by sustained sensitivity to language, appreciation of the subtler nuances of interpretation and some awareness of the specific qualities of personal memoir in presenting a mediated view of external reality.

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 Is family life more important than friendship or is friendship more important than family life?

Write an article for a magazine in which you try to persuade readers of your views on this issue.

(27 marks)

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 18. The other is for AO3(iii) out of 9. The total available mark for Section B questions is therefore 27.

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, with 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 under timed examination conditions.

<p>Skills-Related Descriptors AO3(i)/(ii) Level 1a 0-3 marks</p> <p>Communication</p> <ul style="list-style-type: none"> communicates few ideas with limited success; 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; show limited awareness of the purpose and intention of writing the article e.g. by simple definition of the topic; may attempt a formal article frame, though register may vary between formal and colloquial or slang, sustaining neither; use of devices such as the rhetorical question, or lists which may not be appropriate or effective; limited vocabulary evident with arbitrary or little use of persuasive markers. <p>Organisation of Ideas Level 1a</p> <ul style="list-style-type: none"> show evidence of erratic paragraph structure; show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated quotation if appropriate. 	<p>Content-Related Descriptors for 1a and 1b 0-6 marks</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> show that the topic family vs friendship has been understood; show that the focus of the article is on persuading the audience; express a straightforward point of view with some clarity using some words and phrases suitable for persuasion; use some information and examples to illustrate the point of view put forward.
<p>Level 1b 4-6 marks</p> <ul style="list-style-type: none"> communicates ideas with some success; engage the reader by presenting persuasive ideas with some clear reasoning – though links in between different points may be tenuous, e.g. make reference to the issue and its consequences; show awareness of the purpose and intention of writing the article e.g. by stating the writer’s views; write a magazine article though register may vary between formal and colloquial or slang, or the tone may be unvaried, e.g. relentlessly dogmatic; use devices such as the rhetorical question, lists, exaggeration but not always appropriately; use limited vocabulary but including argumentative/persuasive markers e.g. ‘in the first place’, ‘finally’. <p>Organisation of Ideas Level 1b</p> <ul style="list-style-type: none"> use of paragraphs which may enhance meaning; use a variety of structural features, e.g. short paragraphs, quotation or dialogue if appropriate. 	

<p>Skills-Related Descriptors AO3(i)/(ii) Level 2a 7-9 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • write in a way which shows some clarity of thought and communicates with some success; • engage the reader by presenting the case with some reasoning and clear, persuasive ideas; • state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view; • write a magazine article, the tone of which is appropriately serious but may lack subtlety, and modulation of tone; • use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much; • use some words effectively including argumentative/persuasive markers e.g. ‘based on my experience’; ‘many people say that..’ <p>Organisation of Ideas Level 2a</p> <ul style="list-style-type: none"> • use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue; • present developed ideas which hold together. 	<p>Content-Related Descriptors for 2a and 2b 7-12 marks</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show understanding that the article is concerned with persuading readers of the importance of family life in relation to friendship; • state clearly the point of view which is to be put across to readers; • offer examples, information, details to support the topic, e.g. through anecdotal evidence: examples which support the idea that either family life or friendship is more important; • present points in a coherent way to establish a logical sequence for persuasion; • begin to show ability to persuade in an articulate way using more general, ideas than just anecdote and specific example; • present a cogent and clearly expressed sense of closure.
<p>Skills-Related Descriptors Level 2b 10-12 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates with some success; • engage the reader with more detailed argument and persuasive ideas e.g. make reference to consequences and implications; • clearly state and sustain the purpose and intention of writing the article e.g. by articulating evidence which conclusively persuades the reader; • write a magazine article, the tone of which is appropriately serious and which may show subtlety and employ e.g. emphasis, assertion, reason; • use devices such as the rhetorical question, lists or hyperbole as appropriate; • use words effectively including argumentative/persuasive markers e.g. ‘taking into account all the evidence..’; ‘An even more convincing reason is’. <p>Organisation of Ideas Level 2b</p> <ul style="list-style-type: none"> • employ paragraphs effectively in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate; • present well-thought out and developed ideas in sentences. 	

<p>Skills-Related Descriptors AO3(i)/(ii) 13-15 marks</p> <p>Communication Level 3a</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates in a convincing way; • engage the reader with detailed, developed argument, a variety of persuasive ideas, some attempt at abstract concepts, relevant detail, e.g. employ facts and figures, if appropriate; • make clear and sustain purpose and intention of writing the article e.g. by identifying material which convinces the audience; • write a magazine article, the tone of which is appropriately serious but also manages to show a degree of manipulative subtlety; • use devices such as the rhetorical question, humour and irony which may influence the reader; • show appropriate use of more interesting words including confrontational/persuasive markers e.g. ‘It goes without saying, given the evidence....’. <p>Organisation of Ideas Level 3a</p> <ul style="list-style-type: none"> • write a whole text in continuous prose; • employ paragraphs which contribute to clarity of, and enhance, meaning; • use a variety of structural features, e.g. different paragraph lengths, indented sections, quotation, as appropriate. 	<p>Content-Related Descriptors for 3a and 3b 13-18 marks</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show a complete grasp of the issue as presented within the article which is focused and relevant; • make sound points by ensuring that effective supporting material is presented without recourse to inappropriate anecdote or received opinion; • give well selected details which contribute to eloquent and sophisticated reasons for making the case for the relative importance of friendship over family life or vice-versa; • employ an effective vocabulary and syntax which allows a clear presentation and which establishes an eloquent command of the task; • indicate some knowledge, or cite other sources, to offer coherent suggestions as a means of developing the persuasive function of the article; • offer more generalised points which might explore the broader aspects of the topic such as the idea that friendship is related to individual choice whereas family is (generally) not negotiable; • provide a satisfactory and clear sense of closure that is appropriate to the task.
<p>Skills Descriptors Level 3b 16-18 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates in a convincing and compelling way; • engage the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, precise and relevant detail, e.g. employ facts and figures, make a moral appeal, introduce an ironic tone at times; • make and sustain clearly the purpose, intention and objective of writing the article; • write a magazine article, the tone of which is appropriately serious but also manipulative and subtle, employ e.g. assertion, reason, sophistication; • use linguistic devices such as the rhetorical question, hyperbole, irony in a effective and appropriate way; • show control of an extensive, appropriate vocabulary. <p>Organisation of Ideas Level 3b</p> <ul style="list-style-type: none"> • write a whole text in continuous prose; • employ paragraphs effectively to enhance meaning including, e.g. one-sentence paragraphs; • use a variety of structural features, e.g. different paragraph lengths, indented sections, quotation, bullet points, as appropriate; • present complex ideas in a thoroughly coherent way. <p>NB. For the mark of 18, candidates show consummate ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.</p>	

AO3(iii) Level 1

Accuracy

0-3 marks

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

AO3(iii) Level 2

Accuracy

4-6 marks

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

AO3(iii) Level 3

Accuracy

7-9 marks

- use complex grammatical structures and punctuation with success;
- organise writing using sentence demarcation;
- employ a variety of sentence forms to good effect including short sentences;
- show accuracy in the spelling of words from an ambitious vocabulary;
- use standard English appropriately.

SPECIFICATION B MATURE (3703)**PAPER 1 HIGHER 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)			✓