



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English (Mature) 3703

Specification B Paper 1H

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.

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**SPECIFICATION B ENGLISH MATURE 3703
Paper 1 Media and Non-fiction
Higher Tier 3703/1H
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.

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

In your pre-release booklet look again at *Senses Working Overtime* on page 5 and at *Start Art* on page 8.

These texts offer their readers some insight into leisure pursuits.

How does each media text convey its subject matter to the reader?

You should write about the following:

- the content of each text
- the uses of fact and opinion in *Senses Working Overtime*
- presentational devices in each text.

(13 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument** and **distinguish opinion**; (2(ii) and 2(iii))
- **select** appropriate references to support and extend comment; (2 (iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v)).

Award a mark out of **13** 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 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 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>Level 1 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 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><i>Senses Working Overtime</i></p> <ul style="list-style-type: none"> It is a newspaper article in a quality newspaper; the article describes how a visually impaired person enjoys cinema; there are factual details about Alex Gibbons's condition; it discusses particular films he has watched the picture is effective. <p><i>Start Art</i></p> <ul style="list-style-type: none"> This is an advertisement for an art magazine; there are different design features like bullet points, subheadings, logo; pictures are used effectively to show different types of art the use of colour is appealing.
<p>Level 2 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><i>Senses Working Overtime</i></p> <ul style="list-style-type: none"> The article provides factual detail about Alex Gibbons's genetic condition, including simple statistics; some of the difficulties Alex Gibbons has watching films are described; Gibbons expresses his opinions about his film preferences; the language of the article is appropriate for a quality newspaper; the picture of Alex Gibbons is a striking image; the headline is intriguing and draws the reader into the article. <p><i>Start Art</i></p> <ul style="list-style-type: none"> The advertisement is very encouraging and upbeat; the logo mixes traditional fonts with a brush stroke calligraphy; the structure of the advertisement is very clear; the design is very simple; the illustrations are chosen to appeal to their audience; colour is an important part of the advertisement and its appeal.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 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><i>Senses Working Overtime</i></p> <ul style="list-style-type: none"> • The article deals with a challenging situation; • the questions in the first paragraph establish the tone of the piece; • the article mixes facts and opinions throughout; • specific films are mentioned and given a brief critical evaluation; • a line of argument is maintained, indicating that Alex Gibbons is fully justified in pursuing his interests; • the picture has a haunting quality and is quite large in relation to the text; • Gibbons himself is the centre of attention in the photograph although an image of a screen is shown in the background. <p><i>Start Art</i></p> <ul style="list-style-type: none"> • The advertisement targets those with leisure time, possibly retired people; • the advertisement uses neologisms and exclamation to generate a sense of excitement; • the bullet point about the painting holiday would probably appeal to middle- class people; • the subjects chosen for illustration are easy to look at; • the advertisement is simple, direct and effective; • colour is used in a way which would attract some readers;
<p>10-13 marks</p> <p>Key words: 'detailed', 'perceptive'</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the texts; • makes perceptive references to text(s); • shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information; • shows a sustained ability to follow argument, identify implications and recognise 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>For the mark of 13, candidates should display consummate ability in the skills cited above, together with sustained sensitivity to language.</p>	<p><i>Senses Working Overtime</i></p> <ul style="list-style-type: none"> • The article explores an issue of disability in a very effective way; • Gibbons's courage in following his interests is implicit throughout; • the language conveys Gibbons's enthusiasm for film; • Gibbons's disability is put into the context of his wish to pursue a university degree; • there is some technical terminology such as 'induction loop', used in the discussion of disability; • there is plenty of film language 'narrative', 'mood changes', 'director'; • there are conversational aspects such as 'Ah, yes...'; • Gibbons presents his opinions enthusiastically; • the composition of the picture is very clever in the balance between Gibbons and the screen in the background; • the low-key lighting of the picture conveys the sense of a cinema; • the headline matches the picture very cleverly; • the article ends in a very positive way. <p><i>Start Art</i></p> <ul style="list-style-type: none"> • The advertisement is exclusive to WH Smith; • the tone of the advertisement is noticeably reassuring; • the advert is at pains to indicate how easy it would be to take up painting; • terms like 'easy-to-follow' and 'step-by-step' exemplify the advertisers approach to audience; • a critical view might suggest the advertisement is patronizing; • the conservative choice of illustration is appropriate for the target audience; • the design is eye-catching and clear, with a regularity in the use of boxed illustrations; • the variety of font and embolding gets across key information; • the colours are appealing and possibly targeted at an older audience.

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 comments on ways language varies and changes.

2 Non-Fiction Texts

Read the extract on the page opposite, which comes from Margaret Forster's book, *Hidden Lives*. The extract describes how the writer's mother would conduct herself on family outings.

What aspects of her mother's personality does Margaret Forster present to the reader? Select some examples of language that you have found interesting in the extract, and explain their effect. (14 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument, identifying implications**; (2(iii))
- **select** appropriate references to support and extend comment; (2 (iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v))

Award a mark of **14** 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, some of which candidates might refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 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 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 and structure. 	<ul style="list-style-type: none"> • The piece describes what the mother said and did; • the mother dominated the proceedings and wanted a higher quality; • these actions and words produced bad feelings; • the narrator did not like what was happening; • her mother lacked a sense of humour; • there is an element of mockery of the narrator's mother.
<p>Level 2 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. 	<ul style="list-style-type: none"> • The narrator's mother was often critical of her husband's choice; • specific details were selected for criticism, such as the scones; • the daughter experienced unhappiness and frustration at her mother's behaviour; • the narrator conveys her feelings about her mother; • the narrator sees her mother living in a kind of dream world; • there is a mixture of language register, incorporating some informal uses.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 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. 	<ul style="list-style-type: none"> • The narrator presents a picture of a family struggling to relate to each other; • the mother is the chief culprit and dominates the family; • the unhappiness and frustration of the narrator is evident in such expressions as 'I hated the atmosphere...'; • the narrator produces a sense of repetition with the use of adverbial phrases such as '...all over again' and 'Sometimes...'; • the choice of words is very effective: the informal 'plonked', the more abstract 'trenchant criticisms'; • there is a clear structure in the way the piece moves from actions and words to analysis.
<p>Level 4 10-14 marks</p> <p>Key words: 'detailed', 'perceptive'</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the texts; • makes perceptive references to text(s); • shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information; • shows a sustained ability to follow argument, identify implications and recognise 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>For the marks of 13 - 14, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</p>	<ul style="list-style-type: none"> • The narrator presents her family in terms of a psychological hierarchy; • the narrator is a victim of the relationship of her parents and especially of her mother's domineering presence; • the narrator uses an emotive lexis for effect: 'snap', 'tramp round', 'sleazy', 'shack'; • the narrator recognises an unfulfilled sense of social aspiration in her mother; • the mother's role is presented as deeply problematic; • the narrator is not frightened to criticise her mother; • complex sentences are used to explore the narrator's interpretation of her mother's thoughts and feelings; • selective use of proper nouns provides a sense of location and period; • well selected vocabulary is highly effective, such as the phrase 'pronounced not fresh'; • the language in parts is highly descriptive '... chiffon dress...'; • the narrator uses the extended analogy of <i>Mrs Dale's Diary</i> to provide insight into her mother's way of thinking.

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** It is often said that we now have more leisure time in our lives.

Write a letter to persuade a relative or friend to spend his/her leisure time more effectively.

(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 marks for Section B questions is therefore 27.

For AO3 (i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** descriptors 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 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, to which candidates refer in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 1a 0-3 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate 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 letter e.g. by simple definition of the topic; • may attempt a formal letter 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 Levels 1a and 1b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show that the topic of leisure has been understood; • show that the focus of the letter is on persuading the reader; • 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; • make at least one valid point to support the position adopted with some conviction; • conclude the letter in a clear and rounded way.
<p>Communication Level 1b 4-6 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate ideas with clarity and 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 letter e.g. by stating the writer’s views; • write a letter 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. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3 (i)/(ii) Communication Level 2a Marks 7-9</p> <ul style="list-style-type: none"> • Write in a way which shows clarity of thought and communicates with some success; • engage the reader by presenting the case with some reasoning and clear, persuasive ideas, e.g. a number of good reasons why it makes sense to save money; • state the purpose and intention of writing the letter possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view; • write a letter, 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 levels 2a and 2b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show understanding that the letter is concerned with persuading readers of the importance of using leisure time more effectively; • 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 some leisure activities may be more valuable than others; • 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>Level 2b Marks 10-12</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 letter e.g. by articulating evidence which conclusively persuades the reader; • write a letter, 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. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 3a 13-15 marks</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 letter e.g. by identifying material which convinces the audience that it is sensible to save money; write a letter, 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 levels 3a and 3b</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 letter 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 that leisure time is valuable and should be used effectively; 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 letter; offer more generalised points which might explore the broader aspects of the topic such as the idea that leisure activities may be limited by income or circumstance; provide a satisfactory and clear sense of closure that is appropriate to the task.
<p>Level 3b 16-18 marks 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 letter; write a letter, 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 an 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)
Accuracy Level 1
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)
Accuracy Level 2
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)
Accuracy Level 3
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 Objectives	Questions		
	1	2	3
2(i)	✓	✓	
2(ii)	✓	✓	
2(iii)	✓	✓	
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓