



# **General Certificate of Secondary Education**

## **English 3701**

*Specification B* Paper 1H

## **Mark Scheme**

*2007 examination – November series*





**SPECIFICATION B ENGLISH 3701  
Paper 1 Media and Non-Fiction  
Higher Tier 3701/1H  
Mark Scheme  
2007 Winter**

**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

Remind yourself of the media extracts on pages 4, 5 and 11 of your pre-release booklet. Write about the news media techniques used in these extracts by responding to the following prompts.

- What are some of the facts and opinions that Elizabeth Day has employed to support her views in the article, *Are we having fun yet?* on page 4 and 5?
- Analyse some of the language techniques used by Tom Hodgkinson in his article *All together now* on page 11.
- Comment on and compare the pictures which accompany Elizabeth Day's article, *Are we having fun yet?* on page 4 and 5. (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 Skills-Related** 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><br/><b>0-3 marks</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 writer(s) use language, structure and presentation.</li> </ul>   | <ul style="list-style-type: none"> <li>• It is a fact that she did not want to go to the Glastonbury Festival;</li> <li>• he starts with a list of things, ‘lie around, stare at the sky, talk, listen...’;</li> <li>• the pictures show a lot of water and people.</li> </ul>  |
| <p><b>Level 2</b><br/><b>4-6 marks</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 form 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 make some cross-references;</li> <li>• shows some understanding of how the writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features.</li> </ul> | <ul style="list-style-type: none"> <li>• It is a fact that she did not want to go the Glastonbury Festival. In her opinion people ‘screaming ‘Havin’ it laaarge’ was not fun;</li> <li>• he says that ‘something strange happens to time’; he presents a number of lists; throughout the piece to engage the reader;</li> <li>• the pictures show people walking in water and mud, some of them are smiling. The central picture is of the writer.</li> </ul> |

| Skills-Related Descriptors  | Content-Related Descriptors   |
|---|---|
| <p><b>Level 3</b><br/><b>7-9 marks</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 to the texts;</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 writer(s) use language, structure and presentation to achieve their intended effects.</li> </ul>   | <ul style="list-style-type: none"> <li>• ‘a series of tents has lost its moorings in a recent thunderstorm’ is a fact; Day’s initial reaction to the assignment being one of ‘undiluted horror’ is a fact. ‘Everybody seems to be having a brilliant time’ is an opinion. Elizabeth Day’s views are opinions and supports her later opinion that ‘..it’s almost nice, this Glastonbury thing’;</li> <li>• Hodgkinson uses a great many lists, e.g. ‘lie around, stare at the sky, talk, listen to music...’. He presents the image, e.g. that ‘strange and wonderful figures appear out of the shadows’ which suggests that the festival offers mystery and an experience out of the ordinary;</li> <li>• the main picture shows the writer in her wellies in the mud. The central picture compares with the others which also feature mud and water. The people in the pictures are either accepting the conditions or seem to be enjoying being covered in mud.</li> </ul>  |
| <p><b>Level 4</b><br/><b>Marks 10 -13</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 writer(s) use language, structure and presentation to achieve their intended effects.</li> </ul> <p><b>For the mark of 13, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</b></p> | <ul style="list-style-type: none"> <li>• The following are some facts: Anton in his muddy condition is a fact; the tents that lost their moorings and the people chasing them are facts; it is a fact that Day did not want to do the assignment; the weather conditions are fact; the luxury accommodation is a fact. The increase in ticket prices is a fact; ‘proceeds going to an array of charities’ is a fact. The following may be cited as opinion: what she thought the weather would be like was her opinion; the appearance of the ‘whole affair’ being like a ‘Young Farmers’ Convention’ is her opinion; ‘Everyone seems to be having a brilliant time’ is an opinion; Elizabeth Day’s views are her opinions; ‘It’s almost nice, this Glastonbury thing’ is her final opinion. Her opinion changes through the text and the above examples support this change.</li> <li>• Hodgkinson employs many vivid ideas and thoughts using lists. His main image relates to the freedom from everyday stress of work and worries. Some of the effective lists are: ‘no work, no worries, no rushing’; ‘We float and amble, we wander aimlessly, we dawdle, we stop and stare’. The lists have an ‘inclusive’ effect on the reader. Some interesting uses of language and imagery include: ‘bourgeois wage-slaves’, ‘freewheeling bohemian dreamers’, ‘anarchy in action’, ‘we are all gypsies together, outlaws’ which relate to the freedom of festivals. The image of medieval Britain is also evoked. In order to gain marks, candidates need to interpret and comment on some the words and phrases chosen;</li> <li>• the central picture of the writer is dominant, it puts a face to the ideas and attitudes expressed in the text, the wellies, the mud and water and general dampness relate directly and visually to the article. This is reflected in the other pictures. The close up pair seem to be smiling and enjoying the mud but their expressions are contrived. Day’s expression is an almost tolerant smile. The extent of the water in the top right picture is considerable and the many people are obviously coping with it in a quite blasé way. The top left picture also shows the extent of the water, but also the scale of the operation with giant staging structures in contrast to the rising hills beyond. The pictures are comparable and relate directly to the article of which they are a part.</li> </ul> |

## READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

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

### 2 Non-fiction Text

Read the non-fiction text, *Monsoon* on the page opposite.

Write about the text:

- describing some of the things that happened to the writer and her friend during their journey
- explaining some of the feelings expressed by the writer in the text
- analysing some of the words and phrases used to make the extract interesting and engaging. (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 out 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 level a candidate's work will **satisfy most (but not necessarily all) of the Skills-Related 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 conditions.

| Skills-Related Descriptors   | Content-Related Descriptors   |
|--|---|
| <p><b>Level 1</b><br/><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(s);</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(s) use language and structure.</li> </ul>  | <ul style="list-style-type: none"> <li>• They rode their bicycles down the coast in the rain;</li> <li>• she did not feel worried about getting wet;</li> <li>• ‘The torrential rain hammered on our windows’.</li> </ul>   |
| <p><b>Level 2</b><br/><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(s);</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</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>• collates some material or make some cross-references;</li> <li>• shows some understanding of how the writer(s) use language and structure to achieve their intended effect, often through simple identification of features.</li> </ul> | <ul style="list-style-type: none"> <li>• They set out in the morning after the torrential rain stopped. It rained later but it was warm. In the end they cycled through puddles without getting wet, even from passing motorists;</li> <li>• she doesn’t like the floods but when the road was clear she says ‘cycling became a delight’ so mainly she enjoyed what she was doing;</li> <li>• ‘an amazing number of new-born black goats were tethered’ is about the place and interests the reader.</li> </ul> |



| Skills-Related Descriptors  | Content-Related Descriptors   |
|---|---|
| <p><b>Level 3</b><br/><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(s);</li> <li>• makes appropriate references to the Non-fiction text(s);</li> <li>• shows clear ability to 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 writer(s) use language and structure to achieve their intended effect.</li> </ul> | <ul style="list-style-type: none"> <li>• the ‘torrential rain’ hammered on their windows all night. They went through villages of thatched fishermen’s shacks with goats tethered, coffee stalls and men selling coconuts. Later it rained again but the rain was warm so they could ‘stay out for hours in the stuff’. On the way to Chidambaram, through flooded potholes ‘not a single spot of rain’ touched them;</li> <li>• she finds the flooding a nuisance because of detours but says cycling ‘became a delight’ on the highway. She enjoyed the ‘abundant’ bird-life and ‘began to appreciate the rain’ later because it was warm;</li> <li>• the word ‘hammered’ shows how heavy the rain was and that it made a noise. ‘Herons fished and vigilant kingfishers perched on telegraph poles’ gives a good picture of the birds. She describes the flowers using a lot of colour ‘red, yellow and orange cannas’, and ‘dark’ green leaves’ this makes a picture in the reader’s mind.</li> </ul> |

| Skills-Related Descriptors  | Content-Related Descriptors   |
|---|---|
| <p><b>Level 4</b><br/><b>Marks 10 -14</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(s);</li> <li>• makes perceptive references to the non-fiction text(s);</li> <li>• evaluates the presentation of information;</li> <li>• shows a sustained ability to identify implications;</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 writer(s) use language and structure to achieve their intended effect.</li> </ul> <p><b>For a mark of 13 or 14, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</b></p> | <ul style="list-style-type: none"> <li>• The ‘torrential rain’ hammered on their windows all night but in the morning they left on their bicycles for their tour of the Coromandel coast. Because the flood water was too deep for them to ride, they had to make detours including one through a district of fishermen’s shacks. When they reached the coastal highway, ‘cycling became a delight’. They passed coffee stalls and places where coconuts were sold. When the ‘heavens opened’, they sheltered under a tree with the locals. It rained ‘in torrents’ in the evening again but they realised the warm rain would not harm them, in fact it made things more luxuriant. They stayed out in the rain and enjoyed the colours of Pondicherry. When they left the hotel they persevered in the knee deep water till they reached the highway which was raised on an embankment. Then they cycled ‘all the way to Chidambaram’, on a deteriorated, sandy surface with flooded potholes, without feeling ‘a single spot of rain’; the passing motorists were courteous and did not ‘drown’ them;</li> <li>• the tone and detail suggests that the monsoon flood water she felt was a nuisance and an obstruction to her plans because they had to make detours. The rain itself she felt was not a problem because it was warm, in fact she says, ‘we began to appreciate the rain’ because it brought out the ‘luxuriance’ and beauty of the colours of the foliage and flowers. Other phrases relating to feelings are: ‘an amazing number of new-born black goats’, ‘cycling became a delight’ because of the ‘perfectly surfaced’ highway, ‘peaceful casuarina groves’ and ‘Bird-life was abundant’, all these show feelings of enjoyment for her surroundings; ‘miraculously we cycled all the way...’ shows her surprise at not getting rained upon or splashed and finally she expresses her feelings about Chidambaram, ‘a poor area, despite its fertility’;</li> <li>• the descriptions of the rain and floodwater are engaging because it places the reader in the same situation as the writer, ‘axle-deep in flood water’, ‘torrents’, ‘knee-deep in water’, ‘torrential rain hammered’ also uses the sense of sound; later the ‘bright red tidal wave’ connecting to the ‘Israelites’ and ‘blood’ effectively uses colour, sight and analogy - ‘blood’ is threatening and eerie. The ‘luxuriance’ of the colours of the plants and foliage are vivid and engaging for the reader in sensory effect and tone - ‘bright red, yellow, orange, purple....rich creamy yellow....glistening dark-green’. The image of the ‘women in ankle-length macs over their brilliant saris’ combines the western idea of a plastic mac with the vivid effect of the warm, colourful eastern, sari thus offering an interesting contrast.</li> </ul> <p>In order to gain marks, candidates need to explain and interpret the words quoted.</p> |

## 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

You will be assessed on the quality of your Writing.

- 3** Events such as the Glastonbury Festival donate large sums of money to charities.

Write a letter to the organisers of the Glastonbury Festival offering them advice about which good causes you think should receive money and why. *(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 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 two 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, 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>AO3(i)/(ii)</b><br/> <b>Communication Level 1a</b><br/> <b>0-3 marks</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 writing the letter e.g. by stating simple ideas;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question, lists may not be appropriate or effective;</li> <li>• limited vocabulary evident with arbitrary or little use of argumentative or advisory markers.</li> </ul> <p><b>Organisation of Ideas Level 1a</b></p> <ul style="list-style-type: none"> <li>• Show evidence of erratic paragraph structure; show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate.</li> </ul>                                    | <p><b>Content-Related descriptors for Levels 1a and 1b</b></p> <ul style="list-style-type: none"> <li>• <b>Candidates may show evidence of these content features:</b></li> <li>• Show that the topic is understood, that money is donated to charities from events like music festivals;</li> <li>• show some basic understanding of the nature of charities and their work;</li> <li>• state a preference for which charities should receive money or offer some ‘limited’ reasons for the choice;</li> <li>• conclude.</li> </ul> |
| <p><b>Communication Level 1b</b><br/> <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 advisory point of view with some reasoning and persuasive ideas – though links in arguments may be tenuous, e.g. make reference to the issue and its implications;</li> <li>• show awareness of the purpose and intention of writing the letter e.g. by stating a number of related ideas;</li> <li>• register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. vaguely supportive;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately;</li> <li>• use limited vocabulary but including argumentative persuasive markers e.g. ‘One idea is...’.</li> </ul> <p><b>Organisation of Ideas Level 1b</b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs which may enhance meaning; use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul> |  |

| Skills-Related Descriptors   | Content-Related Descriptors   |
|--|---|
| <p><b>AO3(i)/(ii)</b><br/> <b>Communication Level 2a</b><br/> <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 a point of view with some reasoning and some advisory and persuasive ideas, e.g. make reference to the topic, the consequences and implications;</li> <li>• state the purpose and intention of writing the letter possibly sustained by reiteration, e.g. by re-stating the focus of the ideas;</li> <li>• write a formal letter, the tone of which is appropriately serious, employ e.g. assertion, reason, enthusiasm;</li> <li>• use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much;</li> <li>• use some words effectively including argumentative/persuasive markers e.g. ‘looking to the future’, ‘regeneration’, ‘taking control’.</li> </ul> <p><b>Organisation of Ideas Level 2a</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, dialogue.</li> </ul>   | <p><b>Content-related descriptors for levels 2a and 2b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Show that the topic is understood, that events such as rock festivals raise money which is donated to charities or good causes, some of which are referred to in the Pre-release Booklet;</li> <li>• show understanding of the work of charities and good causes and express a view, perhaps, about their importance;</li> <li>• indicate which charities or good causes should be supported with money – either generally, such as charities working to relieve poverty overseas, or specifically such as the RSPCA;</li> <li>• develop ideas which offer reasons why this/these charities are deserving;</li> <li>• begin to show an ability to widen the response to the issue which takes a more moral, world view than an anecdotal one e.g. along the lines of responsibility to others;</li> <li>• conclude in a rounded way.</li> </ul> |
| <p><b>Communication Level 2b</b><br/> <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 detailed argument and persuasive, advisory ideas, e.g. make reference to consequences, implications, opportunities;</li> <li>• clearly state and sustain the purpose and intention of writing the letter e.g. by articulating ideas, schemes and plans;</li> <li>• write a formal letter, the tone of which is appropriately serious and which may show subtlety, employ e.g. emphasis, assertion, reason, emotive language;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• use words effectively including argumentative persuasive markers e.g. ‘opportunity’, ‘seizing the moment’, making a difference’.</li> </ul> <p><b>Organisation of Ideas Level 2b</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, dialogue, indented sections if appropriate;</li> <li>• present well thought out and developed ideas in sentences.</li> </ul> |   |

| Skills-Related Descriptors  | Content-Related Descriptors  |
|---|--|
| <p><b>AO3(i)/(ii)</b><br/> <b>Communication Level 3a</b><br/> <b>13-15 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 a variety of developed and persuasive and advisory ideas, some attempt at abstract concepts, vivid detail, e.g. employ verbal illustrations, refer to consequences of in-action;</li> <li>• make clear and sustain purpose and intention of writing the letter e.g. by identify outcomes which lead to plans, schemes;</li> <li>• write a formal letter, the tone of which is appropriately serious but also perhaps subtly emotional in its appeal;</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 emotional/persuasive markers e.g. ‘It is your responsibility’, ‘It is only reasonable that...’.</li> </ul> <p><b>Organisation of Ideas Level 3a</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, and enhance meaning;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, as appropriate.</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>• Show a good grasp of the topic and the issue that major events such as music festivals raise money for charities and good causes such as Make Poverty History and WaterAid – the point made in the PRB article by Elizabeth Day;</li> <li>• show understanding of the place and importance of such organisations and the diverse range of good causes all of which have an important part to play in e.g. in relieving distress;</li> <li>• offer some clear and persuasive advice about which charities or good causes are most deserving of receiving money. Develop and present some specific reasons why these are the most deserving which includes, e.g. anecdotal, personal or historical reasons;</li> <li>• develop ideas in support of the views expressed which include wider, moral aspects of the issue, such as our responsibility to help those who are less privileged. Alternatively, point out that governments often remain inactive if charities do the work and raise the money for them;</li> <li>• conclude in a rounded and poignant way.</li> </ul> |
| <p><b>Communication Level 3b</b><br/> <b>16-18 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in a convincing and compelling way;</li> <li>• engage the reader with detailed, succinct argument, a range and variety of persuasive ideas, advisory alternatives, abstract concepts, vivid detail, e.g. make a moral appeal, invoke finer feelings;</li> <li>• make and sustain clearly the purpose, intention and objective of writing the letter, e.g. by specifying outcomes, building plans;</li> <li>• write a formal letter, the tone of which is appropriately serious but also manipulative and subtle, employ e.g. assertion, reason, sophistication;</li> <li>• use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way;</li> <li>• show control of an extensive, appropriate vocabulary marking e.g. ‘ Surely it is reasonable to expect....’, ‘Taking the global view...’, ‘In the context of the 21<sup>st</sup> century....’.</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• Write a whole text in continuous prose;</li> <li>• employ paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate;</li> <li>• present complex ideas in a coherent way.</li> </ul> <p><b>NB:</b> For a mark of 18, candidates should display exceptional 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 ENGLISH (3701)**

**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)               |          |   | ✓ |