



**General Certificate of Secondary Education**

**English 3703**

*Specification B (Mature) Paper 1H*

**Mark Scheme**

*2008 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**SPECIFICATION B ENGLISH MATURE 3703**  
**Paper 1 Media and Non-fiction**  
**Higher Tier 3703/1H**  
**Mark Scheme**  
**Summer 2008**

**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 'I Live With 70 Other Widows' on page 5 and at the text dealing with 'The police cell' and 'The prison cell' on page 7.

What differences do you find in these texts?

Write about:

- the content of each text
- the use of pictures
- fact and opinion in the texts.

*(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><b>Level 1</b> <b>0-3 marks</b></p> <p><b>Key words: ‘limited’</b></p> <ul style="list-style-type: none"> <li>Shows limited interpretation, insight and understanding of the content of the 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>	<p><i>I Live With 70 Other Widows</i></p> <ul style="list-style-type: none"> <li>it is an article in a magazine</li> <li>the article describes how a retired widow lives in a community</li> <li>there are factual details about Jane Dellar’s life condition</li> <li>it discusses her feelings</li> <li>the picture shows Jane Dellar on a balcony</li> </ul> <p><i>The police cell/ The prison cell</i></p> <ul style="list-style-type: none"> <li>the articles are factual</li> <li>there is no reference to individuals</li> <li>the structure of the article is very clear</li> <li>the design is very simple</li> <li>the photographs simply record details</li> </ul>
<p><b>Level 2</b> <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, insight and understanding of the content of the texts;</li> <li>may offer paraphrase, narrative account or extended quotation at times;</li> <li>shows some ability to distinguish fact from opinion;</li> <li>shows some ability to follow argument, and identify implications relevant to the answer;</li> <li>shows some ability to select or quote relevant material;</li> <li>collates some material or 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>	<p><i>I Live With 70 Other Widows</i></p> <ul style="list-style-type: none"> <li>the article provides factual detail about Jane Dellar’s living space and relationships</li> <li>some of the aspects of Jane Dellar’s life with her husband are described</li> <li>Jane Dellar expresses her opinions honestly</li> <li>the language of the article is appropriate for a quality newspaper</li> <li>the picture of Jane Dellar is a very effective image showing her smiling on the balcony of her flat</li> <li>the headline is intriguing and draws the reader into the article</li> </ul> <p><i>The police cell/ The prison cell</i></p> <ul style="list-style-type: none"> <li>the articles are factual and contain statistics</li> <li>there is no human element as focus for the reader</li> <li>prisoners’ faces are obscured</li> <li>the structure of the article is very clear</li> <li>the design is very simple</li> <li>the photographs simply record details</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <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 text(s);</li> <li>• makes appropriate references to the text(s);</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>• show clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effect.</li> </ul>	<p><i>I Live With 70 Other Widows</i></p> <ul style="list-style-type: none"> <li>• the article presents an interesting life choice that Jane Dellar made</li> <li>• the article covers a range of aspects of Jane’s life and personal history</li> <li>• the article mixes facts and opinions throughout</li> <li>• Jane’s relationship with her husband is given some prominence</li> <li>• there is a very positive tone to Jane’s opinions</li> <li>• the picture has a cheering quality and is large in relation to the text</li> <li>• Jane herself is the centre of attention in the photograph although she is framed within in her own flat, which is in turn framed within the building</li> </ul> <p><i>The police cell/ The prison cell</i></p> <ul style="list-style-type: none"> <li>• the articles are factual and contain statistics without providing any particular order to the information</li> <li>• the human element is marginally present in one of the photos</li> <li>• one of the photos is completely bare</li> <li>• the structure relies on a matched paring of articles</li> <li>• the design is very simple</li> <li>• the photographs dominate the article in terms of space</li> </ul>

<p><b>10-13 marks</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 texts;</li> <li>• makes perceptive references to text(s);</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 effect.</li> </ul> <p><b>For the mark of 13, candidates should display consummate ability in the skills cited above, together with sustained sensitivity to language.</b></p>	<p><i>I LIVE WITH 70 OTHER WIDOWS</i></p> <ul style="list-style-type: none"> <li>• the article explores a key issue in life in a very effective way</li> <li>• Jane Dellar’s optimism and positive approach is evident throughout</li> <li>• the language is direct and unambiguous</li> <li>• Jane’s current life is clearly presented through the facts</li> <li>• Jane expresses many opinions and comes across as a strong and forthright person</li> <li>• there is some focused lexis: ‘service widows’, ‘garden centres’, ‘younger ladies’ etc which effectively convey aspects of Jane Dellar’s world</li> <li>• the first person narrative gives a sense of authenticity</li> <li>• the composition of the picture is very clever in the balance between Jane Dellar and the building</li> <li>• the bright flat light of the picture, with elements such as the flowers and Jane’s smile, conveys the sense of a optimism</li> <li>• the headline has a humorous quality to it</li> <li>• the article ends in a very positive way and Jane’s gratitude and possible religious values come across</li> </ul> <p><i>The police cell/ The prison cell</i></p> <ul style="list-style-type: none"> <li>• the physical environment is emphasised in the information given and reflected in the style</li> <li>• the language is emotionless and direct</li> <li>• one of the photos emphasizes rectilinear elements</li> <li>• the structure relies on a matched pairing of articles</li> <li>• ironically, the picture of the prison cell seems more inviting</li> <li>• the photographs dominate the article in terms of space and this might be to produce an effect of shock or surprise on the reader</li> <li>• the photograph of the prison cell has an artificial quality to it with both prisoners reading magazines</li> </ul>
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## READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to 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 opposite page, which comes from Hugo Hamilton's book, *The Speckled People*, in which the writer recalls features of his home life.

What differing approaches to home life do Hamilton's mother and father display? How does the language and structure of the extract bring out the differences?

(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><b>Level 1</b> <b>0-3 marks</b></p> <p><b>Key words: 'limited'</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation, insight and understanding of the content of the 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 and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• The extract deals with some aspects of home</li> <li>• The mother and father are different kinds of characters</li> <li>• The mother is gentle</li> <li>• The father seems to be quite harsh</li> <li>• The first section is like a recipe</li> <li>• The second part describes the father's behaviour</li> </ul>
<p><b>Level 2</b> <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, insight and understanding of the content of the texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to distinguish fact from opinion;</li> <li>• shows some ability to follow argument, and identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or 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>• Hamilton writes about aspects of family life like cooking and the radio</li> <li>• the description points out specific items and details of life</li> <li>• some of the feelings of the mother and father are presented</li> <li>• Hamilton uses interesting words and phrases such as 'air-kisses', 'yelp', 'echoing along the walls'</li> <li>• Hamilton understands the life of the people described</li> <li>• the atmosphere of home comes across quite well</li> <li>• the narrator is interested in describing his parents</li> <li>• the writer uses present tense</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <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 text(s);</li> <li>• makes appropriate references to the text(s);</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>• show clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Hamilton provides details of elements of family life that are particular to mother and father</li> <li>• the home life seems an unusual one</li> <li>• some strong characterization emerges, and a sense of conflict</li> <li>• the description points out specific items</li> <li>• Hamilton structures his description very clearly, moving from a description of the mother's approach to cooking to a presentation of the father's attitude to radio and music</li> <li>• Hamilton uses a second person instructional style to present his mother's approach to cookery</li> <li>• the tone of the excerpt is reflective</li> </ul>

<p><b>Level 4</b> <b>10-14 marks</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 texts;</li> <li>• makes perceptive references to text(s);</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 effect.</li> </ul> <p><b>For the marks of 13-14, 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>• a full and close engagement with language is evidenced throughout the response</li> <li>• candidates in this band may identify and analyse such aspects of style as lexical variety (e.g. use of abstract nouns like ‘respect’, ‘affection’ with the mother; verbs denoting action such as ‘nods’, ‘pushes’ in relation to the father); a range of simple and complex sentences providing a distinct pace and rhythm to the excerpt</li> <li>• the use of figurative and imagistic language: ‘the taste of doubt’, ‘stuck to the ceiling’; the use of language related to emotion such as ‘unhappy cake’, ‘love letter’, etc. in the first paragraph</li> <li>• the use of present tense gives the extract an immediacy and impact</li> <li>• the use of the second person ‘you’ throughout provides a relationship between narrator and reader and the repetition of the word at the end of the first paragraph has a haunting rhythm</li> <li>• some candidates may be able to read into the description a sense of Hamilton’s feelings of wonder and perhaps puzzlement</li> <li>• some candidates may suggest there is a dark side to the extract with a hint of threat or violence in the father’s attitude and conduct</li> <li>• the piece is effectively balanced and structured around an emotional contrast</li> <li>• the best answers will be distinguished by sustained sensitivity to language, appreciation of the subtler nuances of interpretation and some awareness of the qualities of a highly crafted personal memoir</li> </ul>
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## WRITING – Assessment Objectives

Candidates are required to demonstrate the ability to:

- AO3(i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- AO3(ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- AO3(iii) use a range of sentence structures effectively with accurate punctuation and spelling.

### Section B: Writing to Argue, Persuade, Advise

- 3** It is sometimes said that young people now remain at home for too long and fail to establish an independent life.

Write a newspaper article in which you argue for or against the view that young people have the right to remain at home for as long as they wish.

*(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 indicated separately 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><b>AO3(i)/(ii)</b> <b>Communication Level 1a</b> <b>0-3 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate few ideas with limited success;</li> <li>• engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of writing the article e.g. by simple definition of the topic;</li> <li>• may attempt a formal article frame, though register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question, or lists which may not be appropriate or effective;</li> <li>• limited vocabulary evident with arbitrary or little use of persuasive 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 quotation if appropriate.</li> </ul>	<p><b>Content-Related descriptors for Levels 1a and 1b</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 of leaving/staying at home has been understood</li> <li>• show that the focus of the article is on arguing a case</li> <li>• express a straightforward point of view with some clarity using some words and phrases suitable for persuasion;</li> <li>• use some information and examples to illustrate the point of view put forward;</li> <li>• make at least one valid point to support the position adopted with some conviction;</li> </ul>
<p><b>Communication Level 1b</b> <b>4-6 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas with clarity and some success;</li> <li>• 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;</li> <li>• show awareness of the purpose and intention of writing the article e.g. by stating the writer's views;</li> <li>• write an article though register may vary between formal and colloquial or slang, or the tone may be unvaried, e.g. relentlessly dogmatic;</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. 'in the first place', 'finally'.</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;</li> <li>• use a variety of structural features, e.g. short paragraphs, quotation or dialogue if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• establish closure, perhaps through a conclusion</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3 (i)/(ii)</b> <b>Communication Level 2a</b> <b>Marks 7-9</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 the case with some reasoning and clear, persuasive ideas, e.g. a number of good reasons why it makes sense to save money;</li> <li>• state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view;</li> <li>• write an article, the tone of which is appropriately serious but may lack subtlety, and modulation of tone;</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. 'based on my experience'; 'many people say that..'</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> <li>• present developed ideas which hold together.</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 understanding that the article is concerned with arguing that young people have the right to remain at home for as long as they wish, or vice versa</li> <li>• state clearly the point of view which is to be put across to readers</li> <li>• offer examples, information, details to support the topic, e.g. through anecdotal evidence</li> </ul>
<p><b>Level 2b</b> <b>Marks 10-12</b></p> <p><b>Communication</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 with more detailed argument and persuasive ideas e.g. make reference to consequences and implications;</li> <li>• clearly state and sustain the purpose and intention of writing the article e.g. by articulating evidence which conclusively persuades the reader;</li> <li>• write an article, the tone of which is appropriately serious and which may show subtlety and employ e.g. emphasis, assertion, reason;</li> <li>• use devices such as the rhetorical question, lists or hyperbole as appropriate;</li> <li>• use words effectively including argumentative/persuasive markers e.g. 'taking into account all the evidence..'; 'An even more convincing reason is...'</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>	<ul style="list-style-type: none"> <li>• present points in a coherent way to establish a logical sequence for persuasion</li> <li>• begin to show ability to argue in an articulate way using more general, ideas than just anecdote and specific example</li> <li>• present clearly expressed sense of closure</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3a</b> <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 detailed, developed argument, a variety of persuasive ideas, some attempt at abstract concepts, relevant detail, e.g. employ facts and figures, if appropriate;</li> <li>• make clear and sustain purpose and intention of writing the article e.g. by identifying material which convinces the audience that it is sensible to save money;</li> <li>• write an article, the tone of which is appropriately serious but also manages to show a degree of manipulative subtlety;</li> <li>• use devices such as the rhetorical question, humour and irony which may influence the reader;</li> <li>• show appropriate use of more interesting words including confrontational/persuasive markers e.g. 'It goes without saying, given the evidence.....'.</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, quotation, as appropriate;</li> </ul>	<p><b>Content-Related descriptors for levels 3a and 3b</b> <b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show a complete grasp of the issue as presented within the article which is focused and relevant;</li> <li>• make sound points by ensuring that effective supporting material is presented without recourse to inappropriate anecdote or received opinion;</li> <li>• give well selected details which contribute to eloquent and sophisticated reasons for making the case for a young person remaining at home or vice versa</li> <li>• employ an effective vocabulary and syntax which allows a clear presentation and which establishes an eloquent command of the task;</li> <li>• indicate some knowledge, or cite other sources, to offer coherent suggestions as a means of developing the persuasive function of the article</li> </ul>
<p><b>Level 3b</b> <b>16-18 marks</b> <b>Communication</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, abstract concepts, precise and relevant detail, e.g. employ facts and figures, make a moral appeal, introduce an ironic tone at times;</li> <li>• make and sustain clearly the purpose, intention and objective of writing the article;</li> <li>• write an article, 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 in an effective and appropriate way;</li> <li>• show control of an extensive, appropriate vocabulary.</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, quotation, bullet points, as appropriate;</li><li>• present complex ideas in a thoroughly coherent way.</li></ul> <p><b>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.</b></p>	<ul style="list-style-type: none"><li>• offer more generalised points which might explore the broader aspects of the topic such as the idea that leaving home is a very significant step and might have an impact on the family network</li><li>• provide a satisfactory and clear sense of closure that is appropriate to the task.</li></ul>
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**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)			✓