



# General Certificate of Secondary Education

## English 3701 *Specification B*

*3701/1F Paper 1 Tier F*

# Mark Scheme

*2005 examination – November series*

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

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



**SPECIFICATION B ENGLISH 3701  
Paper 1 Media and Non-Fiction  
Foundation Tier 3701/1F  
MARK SCHEME  
Winter 2005**

### **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. Each page on which there is writing must be ticked.**

**Skills-Related descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. Content-Related descriptors are an indication of the kind of responses candidates might make in order to achieve the marks in the range.**

### **Assessment Objectives**

The candidates' work will be assessed according to the relevant assessment objectives for Reading and Writing and the grade descriptions. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

### **Recording of Marks**

When the mark for each question has been recorded at the end of the answer, examiners should enter the marks for each question against the appropriate question number in the e-marker programme. When the total mark is calculated by the software, this should be recorded on the front cover of the script. There is no requirement to record any other marks, such as marks for individual questions, on the front of the script.

Put the total mark for the paper in the box on the top right-hand corner of the cover marked 'For Office Use Only'. Put your initials underneath this total.

## 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, 7, 8 and 11 of your pre-release booklet. Write about what makes these media extracts effective.

You must explain the effect of:

- the direct speech in *Cart trouble* on page 8
- the headline *A curse on cars* on page 11
- the map on page 4
- the picture of buses on page 7
- the use of humour in *Why I love...buses* on page 7.

(10 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 **10** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate grade band. The Content-Related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

<p><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-3 marks</b></p> <ul style="list-style-type: none"> <li>• show some awareness of one or more text(s)/image(s);</li> <li>• show some <b>understanding</b> at a basic level of the content of probably not both of the texts/images;</li> <li>• perhaps show some copying from the texts without supporting comment at the bottom of the mark range;</li> <li>• <b>show some</b> understanding at a straightforward level of some key points and some arguments in the texts at the top of the mark range;</li> <li>• perhaps make some basic <b>selection</b> from the texts to support simple comment(s) at the top of the mark range.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• Andrew Bramidge says he wants to attract visitors to London;</li> <li>• the direct speech tells us what people said;</li> <li>• the headline shows he doesn't like cars;</li> <li>• the picture of buses shows London buses.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 2</b>  <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• show clear <b>understanding</b> of the key points and arguments in the texts/image;</li> <li>• attempt sensible <b>selection</b> of references to support points;</li> <li>• make some limited comment on significant <b>media layout</b> and general <b>presentation</b> of texts;</li> <li>• show how some <b>language and layout</b> are used for effect in the texts.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• what Andrew Bramidge says makes it clear he wants to attract visitors to London;</li> <li>• Adam Samson is complaining about the rules affecting his rickshaw;</li> <li>• the direct speech breaks up the article and makes it more interesting;</li> <li>• the map tells the reader exactly where the tolls are;</li> <li>• <i>A curse on cars</i> sounds very critical as though he hates cars;</li> <li>• the picture of buses shows how they all come together;</li> <li>• the picture shows what the article is all about;</li> <li>• it's funny when he says White Van Man has to deliver a pasty.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• show a clear <b>understanding</b> of the content and key points of the arguments made in the texts at the very bottom of the mark range;</li> <li>• show a detailed <b>understanding</b> of the issues and arguments in texts and cartoons at the top of the mark range;</li> <li>• <b>select</b> some appropriate references from the text to support points at the bottom of the mark range;</li> <li>• provide focused, apt, supporting detail which is <b>selected</b> from the text from the middle of the mark range;</li> <li>• make a limited <b>exploration</b> and <b>evaluation</b> of how the writers use <b>language</b> to achieve their desired effects at the bottom of the mark range;</li> <li>• provide a clear and detailed <b>evaluation</b> of how the writers use <b>language</b> effectively from the middle of the mark range;</li> <li>• give explanations which are concise and generally focused;</li> <li>• show detailed <b>evaluation</b> of how media <b>layout</b> is used effectively in these media texts.</li> </ul>	<ul style="list-style-type: none"> <li>• direct speech breaks up [the continuous prose of] the article and makes it more lively and interesting;</li> <li>• Andrew Bramidge’s words repeat what the article says in the preceding lines, so the speech is a lively way of emphasising it;</li> <li>• Adam Samsom’s words emphasise and extend what the article is about, but his words are more vivid e.g. <i>slapping</i>; <i>the greenest service around</i>;</li> <li>• <i>Curse on cars</i> is an effective headline because it is brief, punchy, intriguing and alliterates [on hard consonants] making it sound hard and angry;</li> <li>• the congestion charges are like a curse damning cars, but the writer agrees with them, because the car should be cursed;</li> <li>• the map is in keeping with the factual, informational, unemotional tone: it shows the reader exactly where the tolls and the free route will be;</li> <li>• the picture shows what the article is all about: the London double-decker buses which are a symbol of London;</li> <li>• the way the buses fill the frame and the road make them look majestic and reflects the enthusiasm of the writer, and the way buses always seem to come at once;</li> <li>• the advertisement on the side for easyJet is rather ironic – you’d get around faster in a jet;</li> <li>• the humour comes from the writer’s lively style and anecdotes;</li> <li>• he exaggerates humorously e.g. ‘this bus will be delayed until further notice due to a person under a bus’ which makes light of a serious situation;</li> <li>• he makes a humorous reference to White Van Man delivering his urgent pasty which is witty and cynical;</li> <li>• referring to Ken ‘All Change’ Livingstone is humorous and jaunty and also a pun on what the bus conductor says.</li> </ul>

<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p data-bbox="148 271 352 293"><b>Allowed Level 4</b></p> <p data-bbox="148 304 268 327"><b>10 marks</b></p> <ul data-bbox="148 371 770 732" style="list-style-type: none"><li data-bbox="148 371 770 465">• show a full and detailed <b>understanding and interpretation</b> of the points made in the texts/ images;</li><li data-bbox="148 477 523 499">• select references concisely;</li><li data-bbox="148 510 770 640">• show <b>understanding</b> that these are media texts in a full and detailed explanation of the effectiveness of the <b>layout</b> and <b>presentation</b> of the texts;</li><li data-bbox="148 651 770 732">• provide a detailed <b>evaluation</b> of the use of <b>language and its effects</b> commenting critically on stylistic features.</li></ul>	<ul data-bbox="794 371 1412 501" style="list-style-type: none"><li data-bbox="794 371 1412 501">• the direct speech personalises the ideas and information presented in the article; it provides contrast, variety and also is a way of emphasising key points in the article.</li></ul>

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**READING – Assessment Objectives**

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- 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 Boat Trip* on the page opposite.

Write about:

- how the writer's feelings about the trip change
- how the writer uses language to describe fear.

(10 marks)

**Specific**

Examiners are required to consider how far candidates:

- **understand** the text, engage with it, and **interpret** it; (2(i))
- **select** appropriately from the text; (2(iv))
- **understand** and **evaluate** how **language** is used to involve the reader. (2(v))

Award a mark out of **10** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate grade band. The Content-Related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

<p><b>Skills-Related Descriptors</b> <b>Level 1</b> <b>0-3 marks</b></p> <ul style="list-style-type: none"><li>• show some awareness of what the text is about at the bottom of the mark range;</li><li>• show some <b>understanding</b> at a basic level of what the text is about at the top of the mark range;</li><li>• perhaps show some copying from the text without supporting comment at the bottom of the range;</li><li>• perhaps make some basic <b>selection</b> from the text to support simple comment(s) at the top of the mark range.</li></ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"><li>• the writer got scared on the trip;</li><li>• he felt panic and could have drowned.</li></ul>
<p><b>Skills-Related Descriptors</b> <b>Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"><li>• show basic <b>understanding</b> of the content of the text;</li><li>• make some sensible <b>selection</b> of references to support simple and appropriate points;</li><li>• begin to show how some <b>words and phrases</b> are used effectively at the bottom of the mark range;</li><li>• attempt to explore and <b>evaluate</b> how the writers use <b>language</b> to achieve their desired effects at the top end of the mark range;</li><li>• attempt some inference and <b>interpretation</b> of the text at the top end of the mark range.</li></ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"><li>• he was relaxed to start with and unimpressed by the boat;</li><li>• the grown-ups were scared but he wasn't at first;</li><li>• he uses words like <i>panic</i> and <i>cries out</i> which shows fear;</li><li>• the grown ups are really scared and their faces are <i>tight with fear</i>.</li></ul>



<p><b>Skills-Related Descriptors</b> <b>Level 3</b> <b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• show a full <b>understanding</b> of the content of the text at the bottom of the mark range;</li> <li>• show a detailed <b>understanding and interpretation</b> of the content of the text at the top of the mark range;</li> <li>• <b>select</b> some appropriate and detailed references from the text to support points at the bottom of the mark range;</li> <li>• provide focused, apt supporting detail appropriately <b>selected</b> from the middle of the mark range;</li> <li>• give explanations which are concise and generally focused;</li> <li>• provide a clear and detailed <b>evaluation</b> of how the writers use <b>language</b> effectively.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• at first the writer is enjoying the weather and is relaxed and sleepy, although not particularly interested in the trip;</li> <li>• he sees that the adults are terrified but he isn't too worried because he thinks adults can solve any problem;</li> <li>• he realises that they are getting closer to the edge of the weir and are facing possible death;</li> <li>• he feels the adults' panic and fear, and then their relief <i>thick as tar</i>;</li> <li>• he feels shaken and frightened by the experience;</li> <li>• the violent movement and sounds suggests the fear of the adults: <i>fiddling furiously; struggling; loud rushing noise</i>;</li> <li>• the adults' faces are <i>tight with fear</i>; his father is <i>white</i> and <i>sweating</i> – all suggesting serious fear;</li> <li>• the image of his terrified mother presents pure terror <i>her fingers in her ears</i> and <i>her eyes tight closed</i>;</li> <li>• the image of what might happen to the party is fearful for the reader: <i>smashed to pieces; great white spume of water; the boiling horizon</i>.</li> </ul>
<p><b>Skills-Related Descriptors</b> <b>Allowed Level 4</b> <b>10 marks</b></p> <ul style="list-style-type: none"> <li>• show a full and detailed <b>understanding and interpretation</b> of the text;</li> <li>• select references concisely;</li> <li>• provide a detailed <b>evaluation</b> of the use of <b>language and its effects</b> commenting critically on stylistic features.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the writer's feelings change from relaxed semi-doze to an awareness of terrible danger from which he seems strangely detached, partly because he has faith in the powers of adults to get out of any difficult situation.</li> </ul>

## Section B 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 Many people believe that soon we are all going to be trapped on grid-locked roads unless something is done to reduce traffic congestion.

You are going to make a speech in your class debate.

The topic is:

“The bicycle is the way forward to a better future.”

Write out your speech, in full rather than in note form, arguing for **or** against the statement.

Remember:

- your purpose is to write an argument
- to keep the audience in mind
- to write accurately and express yourself clearly. (20 marks)

Two separate marks must be awarded for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 13. The other is for AO3(iii), out of 7. The total available marks for Section B questions is therefore 20.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** levels and the **Content-Related** descriptors next to them.

For AO3(iii), use the separate set of levels which follow. Ring the marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. **Note that two marks will be awarded which must be indicated separately and added together.**

**Remember that to be placed in a level a candidate’s work will satisfy some (but not necessarily all) of the criteria for that level.** The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. For AO3(i)/(ii), the Content-Related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working in timed examination conditions.

<p><b>AO3(i)/(ii)</b> <b>Communication Level 1</b> <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 task e.g. by repeating the question;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• may attempt devices such as questions but they may not be appropriate or effective;</li> <li>• limited vocabulary evident and arbitrary or no use of argumentative markers.</li> </ul> <p><b>Organisation of Ideas Level 1</b></p> <ul style="list-style-type: none"> <li>• show evidence of erratic paragraph structure, or none at all;</li> <li>• show limited variety of structural features, e.g. perhaps attempt a complex sentence.</li> </ul>	<p><b>Content-Related Descriptors for 1 and 2</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show that the central issue of whether cycling is the way forward or not is understood;</li> <li>• show that the focus of the argument is on whether cycling is, or is not, a way forward;</li> <li>• express a <b>straightforward</b> point of view with some clarity using some appropriately chosen words and phrases;</li> <li>• use some information and examples to illustrate the factors influencing whether or not cycling is a way of solving the problems posed by excessive traffic;</li> <li>• make at least one suggestion in an attempt to extend a statement into an argument: it seems a good idea to cycle instead of driving a car, but there aren't enough cycle paths;</li> <li>• conclude the speech in a clear and rounded way.</li> </ul>
<p><b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• communicate ideas with clarity and some success;</li> <li>• engage the reader by presenting an argument with some reasoned and persuasive ideas — though links in arguments may be tenuous, e.g. rely heavily on the anecdotal to the detriment of the strength of the argument;</li> <li>• show awareness of the purpose and intention of writing the speech e.g. by directly addressing the audience;</li> <li>• write a speech though register may vary between formality and colloquial or slang, the tone may be unvaried/over-dogmatic;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively;</li> <li>• limited vocabulary but including argumentative/ persuasive markers e.g. ‘on the other hand,’ ‘perhaps’.</li> </ul> <p><b>Organisation of Ideas Level 2</b></p> <ul style="list-style-type: none"> <li>• use of paragraphs;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	

<p><b>AO3(i)/(ii)</b> <b>Communication Level 3a</b> <b>7-9 marks</b></p> <ul style="list-style-type: none"><li>• write in a way which shows clarity of thought and communicates with some success;</li><li>• engage the reader by presenting an argument with some reasoning and persuasive ideas, e.g. address the topic and some of its complexity;</li><li>• state the purpose and intention of writing the speech, but without much development of the argument e.g. by repeating the argument;</li><li>• write a speech, the tone of which is appropriately serious but may lack any subtlety, e.g. is likely to assert rather than develop or persuade/argue effectively;</li><li>• use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;</li><li>• use some words effectively including argumentative/persuasive markers e.g. ‘You will agree with me’; ‘Just imagine...’</li></ul> <p><b>Organisation of Ideas Level 3a</b></p> <ul style="list-style-type: none"><li>• use paragraphs in a whole text;</li><li>• use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate;</li><li>• present developed ideas which hold together.</li></ul>	<p><b>Content-Related Descriptors for 3a and 3b</b></p> <ul style="list-style-type: none"><li>• show understanding that the topic is concerned with the issue of whether or not the bicycle can, by implication, really replace or provide a viable alternative to the car;</li><li>• state clearly the point of view which is to be argued e.g. a clear statement that the argument is going to be in favour, or not, of the topic;</li><li>• offer example, information, details to support the topic, e.g. anecdotal evidence perhaps from friends, media, personal experience of cycling beating the traffic jams/or cyclists getting breathing problems from exhaust fumes;</li><li>• possibly offer some background information from the same sources; employ perhaps some emotive language for effect;</li><li>• offer convincing supporting argument using some commanding language and ideas e.g. how the bicycle offers no protection in the event of an accident/how drivers do not show consideration towards cyclists;</li><li>• begins to show ability to argue in an articulate way with more general, persuasive ideas, rather than just anecdote and specific examples, which address issues such as investing money in cycle ways rather than motorways; how impractical cycling is for people living in the country, or for the disabled...;</li><li>• present a cogent and clearly expressed conclusion which sums up the argument presented and ends unambiguously.</li></ul>
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**Communication Level 3b**

**10-12 marks**

- 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. makes reference to consequences, complexities and implications;
- clearly state and sustain the purpose and intention of writing the speech e.g. by addressing the audience directly, effectively and appropriately;
- write a formal speech, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;
- use devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including argumentative/persuasive markers e.g. ‘I’m sure you will agree with me.’; ‘Think about this for a moment.’ ‘how would you like it if...’.

**Organisation of Idea Level 3b**

- employ paragraphs effectively in a whole text;
- use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate, indented sections where appropriate, complex and simple sentences;
- present well thought out and developed ideas in sentences.

<p><b>AO3(i)/(ii)</b> <b>Communication Allowed Level 4</b> <b>13 marks</b></p> <ul style="list-style-type: none"><li>• write in a way which shows clarity of thought and communicates in a convincing way;</li><li>• engage the reader with detailed, developed argument, a variety of persuasive ideas, abstract argument and vivid detail;</li><li>• make clear and sustain the purpose and intention of writing the speech;</li><li>• write a formal speech, the tone of which is appropriately serious but also manipulative with some subtlety;</li><li>• use devices such as the rhetorical question, humour and irony which may influence the reader;</li><li>• show appropriate use of more interesting words including confrontational/persuasive markers e.g. ‘Ladies and Gentlemen, can you sleep at night whilst...’.</li></ul> <p><b>Organisation of Ideas Allowed Level 4</b></p> <ul style="list-style-type: none"><li>• write a whole text in continuous prose;</li><li>• employ paragraphs which contribute to clarity of meaning and enhance meaning;</li><li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech, as appropriate.</li></ul>	<p><b>Content-Related Descriptors</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show a complete grasp of the issue as presented;</li><li>• give well selected details using emotive, persuasive, imperative and unequivocal words and phrases;</li><li>• offer more generalised arguments which explore the clash between the beneficial, theoretical effects of cycling rather than driving, balanced against the practical and obvious advantages of the convenience and independence of a car;</li><li>• conclude the article in a well-rounded, clear, even witty and decisive way.</li></ul>
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**AO3(iii) Level 1****Accuracy****0-2 marks**

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

**AO3(iii) Level 2****Accuracy****3-4 marks**

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

**AO3(iii) Level 3 (3a and 3b)****Accuracy****5-6 marks**

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

**AO3(iii) Allowed Level 4****Accuracy****7 marks**

- employ a variety of accurate sentence forms and punctuation for specific effect;
- show accuracy in spelling words from an ambitious vocabulary.

**SPECIFICATION B ENGLISH (3701)**

**PAPER 1 FOUNDATION 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)			✓