



# General Certificate of Secondary Education

## English 3701 *Specification B*

*3701/1F Paper 1 Tier F*

# Mark Scheme

*2006 examination – June series*

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

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



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

**June 2006**

### **General**

Examiners may use their own systems of marking, but they **must show through a brief comment at the end of each response and symbols in the body of the text how they 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 mark range 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 Text

#### 1 Media Texts

Remind yourself of the media extracts on pages 9 to 10 of your pre-release booklet. Write about what makes these media extracts effective.

To do this, you must explain:

- how the writer uses the words in quotation marks to add interest to his article *Mars postcard brings planet into focus* on page 10
  - the effects of the headline and of the picture caption in the article *Mars postcard brings planet into focus* on page 10
  - how effectively information is presented in the box *Mars Missions* at the bottom of page 9.
- (10 marks)

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** mark 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 mark 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 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>• they're describing words;</li> <li>• the headline catches the reader's attention;</li> <li>• the information is presented so it's easy to see without reading a lot of words.</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 key points and arguments in the texts;</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>• the words are vivid like 'an animal in a cage';</li> <li>• the words are informal like 'weird-looking stuff' and 'have a ball' which makes the text more interesting;</li> <li>• the headline and caption give information and are quite funny with the idea of a postcard from Mars;</li> <li>• 'focus' plays on the idea of a photograph</li> <li>• <i>Mars Mission</i> is an information box which gives facts at a glance;</li> <li>• the picture explains a lot without words.</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 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>• make a limited <b>evaluation and exploration</b> of how the writers use <b>language</b> to achieve their desired effects at the bottom of the mark range;</li> <li>• provide focused, apt, supporting detail which is <b>selected</b> from the text at the top of the mark range;</li> <li>• provide a clear and detailed <b>evaluation</b> of how the writers use <b>language</b> effectively at the top 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>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the words in quotation marks add interest because it has metaphors, such as ‘the tip of the iceberg’ (which are both graphic and colloquial);</li> <li>• the words in quotation marks make the information in the article clear;</li> <li>• they give the reader an idea of the scientists’ excitement and liveliness in their (American) colloquial language e.g. ‘but boy; weird-looking stuff’;</li> <li>• the simile likening the cameras to a ‘beast’ adds interest and excitement by personifying them;</li> <li>• the headline and caption give a lot of information and <i>Mars Postcard</i> is intriguing because it sounds impossible/intriguing;</li> <li>• ‘Rocks in a hard place’ attracts attention because it is a witty pun on the expression ‘between a rock and hard place’;</li> <li>• the tabulation of information means that a lot of facts are presented economically and accessibly in a small space;</li> <li>• the headings and flags make the information understandable at a glance and the diagram clarifies complex factual information.</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 points made in the texts/images:</li> <li>• select references concisely;</li> <li>• show <b>understanding</b> that these are media texts in a full and detailed explanation of the effectiveness of the <b>layout and presentation</b> of the texts;</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 words in quotation marks in <i>Mars Postcard</i> introduces an interesting human dimension to the complex, serious and scientific topic which could be difficult to understand; it makes analogies with everyday objects so that the reader can appreciate the points made and it is further enlivened by colloquialisms and American slang.</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 *Spaghetti Bolognese* on the page opposite.

Write about:

- the different ways in which the writer as a boy and Aunt Gertie react to the spaghetti bolognese
- how the writer uses language to make his account lively. (10 marks)

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** mark 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 mark 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 mark 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>• perhaps show some copying from the text without supporting comment at the bottom of the 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 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 boy quite liked the spaghetti;</li> <li>• Aunt Gertie thought it was yucky and horrible;</li> <li>• some of the story is funny.</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> from the texts 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 writer uses <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>• the boy was curious about what the spaghetti would be like;</li> <li>• until the cheese spoiled it all, he liked the taste;</li> <li>• Aunt Gertie decided she wouldn't like it even before she tasted it and hated it when she did taste it;</li> <li>• the spaghetti is described in a lively way, going 'blip-blop', 'clattering' on the cooker top and looking like worms;</li> <li>• the direct speech makes it lively because the characters sound real.</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 clear <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 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 texts at the upper end 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 writer uses <b>language</b> effectively.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the boy was unsure at first, (but not hostile) ‘will I like it?’</li> <li>• he was open to the new experience and at first thought it was ‘grown-up’ and ‘sophisticated’;</li> <li>• he was enthusiastic, enjoyed the texture and taste and thought he’d like to eat it ‘everyday’ – until the Parmesan ruined it for him because it smelt like sick;</li> <li>• Aunt Gertie, in contrast, set her mind against the spaghetti from the start and was very reluctant to try it ‘Do I have to have some?’;</li> <li>• Aunt Gertie behaves like a young child with ‘sobs’ and a ‘tantrum’; she wails that it’s ‘horrible’ and shudders with disgust;</li> <li>• the spaghetti is described in a lively way; in onomatopoeic ‘blip-blop’ and ‘clatter’; its packet looks like a firework; it lies in the sink ‘like nests of worms’;</li> <li>• the direct speech makes it more alive and immediate;</li> <li>• Dad’s ‘exasperated tone’ and Mum’s ‘chirp’ add to the liveliness;</li> <li>• the final brief non-sentence makes an effective, emphatic and witty conclusion.</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 which are concise and focused;</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>• Aunt Gertie’s reactions are like those of a toddler being pressed to eat something she doesn’t want to, which is ludicrous when in fact she’s an old lady; ‘Do I have to have some?’ followed by almost crying, ‘sobs’ and ‘wails’ – and a ‘tantrum!’</li> </ul>



### 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 Some people think that space exploration is useful. Others think it is a waste of money. You are going to make a speech in your class debate.

The topic is:

‘Countries should not spend enormous amounts of money on space exploration when there are so many people on Earth who need help.’

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 under 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 information in 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 Levels 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 space exploration is useful or just a waste of money is understood in a simple way;</li> <li>• show that the focus of the argument is on whether or not space exploration is worthwhile;</li> <li>• express a <b>straightforward</b> point of view with some clarity using some appropriately chosen words and phrases;</li> <li>• from the middle of the mark range, show evidence that the whole topic is being addressed by using some information and examples to illustrate, for example, people/nations who could be helped/saved by money wasted on space exploration; or space exploration-related inventions which help people;</li> <li>• make at least one suggestion in an attempt to extend a statement into an argument;</li> <li>• attempt to 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 some clarity and 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 some 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 and 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 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> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show understanding that the topic is concerned with the issue of whether or not money spent on space exploration would be better spent on needy people world-wide;</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 in favour, of the topic; but beginning to develop the argument by considering points on both sides;</li> <li>• offer examples, information, details to support the topic, e.g. anecdotal evidence perhaps from friends, media, personal experience;</li> <li>• possibly offer some background information from the same sources; employ perhaps some emotive language for effect;</li> <li>• begins to show some acknowledgement of the concept of ‘irresponsibility’ of countries at the bottom of the mark range, moving to some focus on ‘irresponsibility’/duty at the top;</li> <li>• begin to show ability to argue in an articulate way with a more general, persuasive ideas than just anecdote and specific argument for both sides of the topic;</li> <li>• present a cogent and clearly expressed conclusion which sums up the argument presented and ends unambiguously;</li> <li>• offer convincing supporting argument using some commanding language and ideas.</li> </ul>
<p><b>Communication Level 3b</b>  <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 some success;</li> <li>• engage the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, complexities and implications;</li> <li>• clearly state and sustain the purpose and intention of writing the speech e.g. by addressing the audience directly, effectively and appropriately;</li> <li>• write a formal speech, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• 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..’.</li> </ul> <p><b>Organisation of Ideas Level 3b</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, direct speech if appropriate, indented sections where appropriate, complex and simple sentences;</li> <li>• present well-thought out and developed ideas in sentences.</li> </ul>	

<p><b>Skills-Related Descriptors</b> <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 attempted, vivid detail;</li><li>• make clear and sustain 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 problems of issues such as a country’s duty towards/responsibility for poorer countries; a country’s prestige/world standing; ambition of scientists; benefits of research;</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;
- 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 a variety of sentence forms;
- show accuracy in the 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 the 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)			✓