



General Certificate of Secondary Education

English 3701 *Specification B*

3701/1F Paper 1 Tier F

Mark Scheme

2006 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**

November 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 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 Text

1 Media Texts

Remind yourself of the media extracts on pages 4, 5, 8 and 9 of your pre-release booklet. Write about what makes these media extracts effective.

To do this, you must explain:

- how the writer uses words to make the subject matter of his article easy to understand in *Message to Mars: the Brits are coming*, on pages 4 and 5
- the effects of the headline and of the two captions in ‘*We said the right prayers and got to heaven*’ on page 8 and 9
- how the image of the man pointing on page 8 contrasts with the illustration *Mars Rovers* on page 5.

(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>Skills-Related Descriptors Level 1 0-3 marks</p> <ul style="list-style-type: none"> • show some awareness of one or more text(s)/image(s); • show some understanding at a basic level of the content of probably not both of the texts/images; • perhaps show some copying from the texts without supporting comment at the bottom of the mark range; • show some understanding at a straightforward level of some key points and some arguments in the texts at the top of the mark range; • perhaps make some basic selection from the texts to support simple comment(s) at the top of the mark range. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the writer explains the technical things; • the (direct) speech makes it easier to understand; • the headlines attract attention as it's about getting it right; • the man looks really pleased and excited.
<p>Skills-Related Descriptors Level 2 4-6 marks</p> <ul style="list-style-type: none"> • show basic understanding of the key points and arguments in the texts; • attempt sensible selection of references to support points; • make some limited comment on significant media layout and general presentation of texts; • show how some language and layout are used for effect in the texts. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the writer compares technical things with familiar things, like the size of a washing machine; • the (direct) speech makes it easier because it breaks up the technical information with straightforward language, like <i>mother and baby</i>; • the scientist makes it easier by making the exploration sound like a familiar football match with <i>second leg</i>; • the heading <i>We said the right prayers</i> makes the exploration sound like something holy or religious; • the caption <i>champagne moment</i> emphasises the feeling of celebration; • the man pointing shows how pleased everyone was at Nasa control; • <i>Mars Rover</i> conveys a lot of information with few words in an easy at-a-glance way; • the diagrams are easy to understand and explain clearly what would be complicated in words.

<p>Skills-Related Descriptors Level 3 7-9 marks</p> <ul style="list-style-type: none"> • show a clear understanding of the content and key points of the arguments made in the texts at the very bottom of the mark range; • show a detailed understanding of the issues and arguments in texts and cartoons at the top of the mark range; • select some appropriate references from the text to support points at the bottom of the mark range; • make a limited evaluation and exploration of how the writers use language to achieve their desired effects at the bottom of the mark range; • provide focused, apt, supporting detail which is selected from the text at the top of the mark range; • provide a clear and detailed evaluation of how the writers use language effectively at the top of the mark range; • give explanations which are concise and generally focused; • show detailed evaluation of how media layout is used effectively in these media texts. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • direct speech breaks up (the continuous prose of) the article and puts some of the technical information into easy to understand words; • the comparisons in the direct speech make the complicated subject easier to understand e.g. <i>a nil–one result in the first leg</i>; • the idea that this is the first step only is made vivid and easy to understand by the words (metaphor) <i>mother and baby are doing well. Let us see how the family develops</i>; • the writer makes analogies and comparisons with everyday objects to make the complex ideas easier to understand e.g. <i>the size of a home barbecue; the size of a shoebox</i>; • the <i>champagne moment</i> caption shows the mood of celebration and (American) triumph; • <i>watch this space</i> is witty because it’s a pun on space exploration; • the caption gives a lot of information economically; • <i>We said the right prayers</i> headline is in quotation marks and captures the reader’s attention because <i>prayers</i> and <i>heaven</i> show the intense feelings/religious fervour of the Nasa officials in America; • the picture of the Nasa official pointing is a personal, human image of Nasa’s glee, joy and triumph at their success; • it gives an idea of what the Nasa space station is like from a human angle with the people in the background gazing at the screens, and all the computers; • on the other hand, in contrast, <i>Mars Rovers</i> is non-personal and purely factual; • it gives in clear, easy to understand at a glance diagram form a great deal of complex information which would need many words to explain; • tabulation; keys; an inside information box help to convey the information.
<p>Skills-Related Descriptors Allowed Level 4 10 marks</p> <ul style="list-style-type: none"> • show a full and detailed understanding and interpretation of the points made in the texts/images: • select references concisely; • show understanding that these are media texts in a full and detailed explanation of the effectiveness of the layout and presentation of the texts; • provide a detailed evaluation of the use of language and its effects commenting critically on stylistic features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the headline <i>‘We said the right prayers and got to heaven’</i> might even be offensive to some religious people who could be offended/disgusted by Nasa officials claiming that landing a material object on Mars is something sacred in their faith: ‘heaven’.

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 *Holidays* on the page opposite.

Write about:

- what the writer thought about his father
- how the writer uses language to make his writing entertaining. (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>Skills-Related Descriptors Level 1 0-3 marks</p> <ul style="list-style-type: none"> • show some awareness of what the text is about at the bottom of the mark range; • perhaps show some copying from the text without supporting comment at the bottom of the range; • show some understanding at a basic level of what the text is about at the top of the mark range. • perhaps make some basic selection from the text to support simple comment(s) at the top of the mark range. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • his father was a miserable man who wouldn't spend money; • he was sick of his father taking the family to horrible places to eat; • he makes his holidays sound funny.
<p>Skills-Related Descriptors Level 2 4-6 marks</p> <ul style="list-style-type: none"> • show basic understanding of the content of the text; • make some sensible selection from the texts to support simple and appropriate points; • begin to show how some words and phrases are used effectively at the bottom of the mark range; • attempt to explore and evaluate how the writer uses language to achieve their desired effects at the top end of the mark range; • attempt some inference and interpretation of the text at the top end of the mark range. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • he thought that his father was mean and miserable for not taking the family to decent places to eat and stay; • he thought his father was a bit mad; <i>obsessed</i> with his economies; • he didn't think much of his choice of car or picnic site; • the language is funny and very vivid, like the <i>congealed egg yolk lurking</i>, and the children throwing out eggs which resembled a <i>porcupine</i>; • the mother's soothing comments are funny, too, because she always says the same thing; • the language is lively because there's a lot of movement, like the car going at <i>high speed</i> when the dad got angry.

<p>Skills-Related Descriptors Level 3 7-9 marks</p> <ul style="list-style-type: none"> • show a clear understanding of the content of the text at the bottom of the mark range; • show a detailed understanding and interpretation of the content of the text at the top of the mark range; • select some appropriate references from the text to support points at the bottom of the mark range; • provide focused, apt supporting detail appropriately selected from the texts at the upper end of the mark range; • give explanations which are concise and generally focused; • provide a clear and detailed evaluation of how the writer uses language effectively. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • he thought his father was irritating, annoying and a bit puzzling in his obsessive concerns to save money; he resented having to eat in dirty places and having cold, petrol-tainted hamburgers to eat when in fact his father was well paid; • he despised his father’s choice of car (Rambler) and as an adult thought his middle-aged choice slightly silly; • he enjoyed teasing, deceiving and bewildering him by his antics with the eggs and matches in the back seat; • he thought his father rather ridiculous and absurd in his economies, such as the image of him talking to the stove in a <i>low, agitated tone</i>; • he thought he was stubborn in his refusal to go to a comfortable hotel and he shows no evidence of any real affection; • the writing is entertaining because of the humour and comedy which makes it funny; • it’s funny/entertaining because of the exaggeration the mother chasing plates over an acre; the father spending <i>many hours</i> talking to the stove; dad <i>miles away in front</i>; • some description and phrases are witty and ironic: describing the cars he had endangered as veering in <i>an amusing fashion</i>; • his mother’s mousy mildness is exaggerated/ caricatured which makes it amusing/entertaining with her repeated, humble phrases, even when she thinks he’s run someone over; • the language is full of speed and movement which is entertaining – even the egg yolk <i>lurks</i> like a human; • the American slang adds to the entertainment: <i>cruddy</i>; <i>crummiest</i>.
<p>Skills-Related Descriptors Allowed Level 4 10 marks</p> <ul style="list-style-type: none"> • show a full and detailed understanding and interpretation of the text; • select references which are concise and focused; • provide a detailed evaluation of the use of language and its effects commenting critically on stylistic features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the language is entertaining in its contrasts as well: American colloquial slang <i>cruddy</i> contrasting with a sophisticated word like <i>tines</i>, and <i>zoom up</i> contrasting with <i>illicit forays</i>. This adds variety and enjoyment.

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 would say that there could be no greater achievement than landing on another planet. Others might not agree.

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

The topic is:

‘Space exploration is the greatest achievement of the last one hundred years.’

Write out a 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>AO3 (i)/(ii) Communication Level 1 0-3 marks</p> <ul style="list-style-type: none"> • communicate few ideas with limited success; • engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the information in the question; • show limited awareness of the purpose and intention of task e.g. by repeating the question; • register may vary between formal and colloquial or slang, sustaining neither; • may attempt devices such as questions but they may not be appropriate or effective; • limited vocabulary evident and arbitrary or no use of argumentative markers. <p>Organisation of Ideas Level 1</p> <ul style="list-style-type: none"> • show evidence of erratic paragraph structure, or none at all; • show limited variety of structural features, e.g. perhaps attempt a complex sentence. 	<p>Content-Related Descriptors for Levels 1 and 2</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the central issue of whether or not space exploration is the greatest achievement of the last one hundred years is understood; • show that the focus of the argument is on whether or not candidate agrees with the statement; • express a straightforward point of view with some clarity using some appropriately chosen words and phrases; • use some information and examples to support the point of view presented; • make at least one suggestion in an attempt to extend a statement into an argument and bring in some other issue apart from space exploration for comparison: e.g. perhaps making the point that space exploration has not benefited many people whereas some medical advances have; • show some (limited) awareness of audience and conclude the speech in a clear and rounded way.
<p>Communication Level 2 4-6 marks</p> <ul style="list-style-type: none"> • communicate ideas with some clarity and success; • 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; • show some awareness of the purpose and intention of writing the speech e.g. by directly addressing the audience; • write a speech though register may vary between formality and colloquial or slang, the tone may be unvaried and over-dogmatic; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively; • limited vocabulary but including argumentative/persuasive markers e.g. ‘on the other hand,’ ‘perhaps’. <p>Organisation of Ideas Level 2</p> <ul style="list-style-type: none"> • use paragraphs; • use a variety of structural features, e.g. short paragraphs, dialogue if appropriate. 	

<p>AO3 (i)/(ii) Communication Level 3a 7-9 marks</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates with some success; • engage the reader by presenting an argument with some reasoning and persuasive ideas, e.g. address the topic and some of its complexity; • state the purpose and intention of writing the speech, but without much development of the argument e.g. by repeating the argument; • 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; • use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately; • use some words effectively including argumentative/persuasive markers e.g. ‘You will agree with me’; ‘Just imagine..’. <p>Organisation of Ideas Level 3a</p> <ul style="list-style-type: none"> • use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate; • present developed ideas which hold together. 	<p>Content-Related Descriptors for 3a and 3b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show understanding that the topic is concerned with the issue of whether or not space exploration is the greatest achievement and that there are various considerations in the topic; • 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; • offer example, information, details to support the topic, or not, e.g. anecdotal evidence perhaps from friends, media, personal experience: perhaps comparing the numbers of people saved by eradication of certain diseases with those helped by space exploration; • possibly offer some background information from the same sources; employ perhaps some emotive language, questions, direct involvement of the audience for effect; • offer convincing supporting argument using some commanding language and ideas e.g. suggesting that space exploration has squandered money which could have been used to feed the poor; • begin 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 personal achievement versus achievement benefiting people worldwide; comparing other specific achievements, such as air flight; computers; • present a cogent and clearly expressed conclusion which sums up the argument presented and ends effectively with audience awareness.
<p>Communication Level 3b 10-12 marks</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates with some success; • engage the reader with more detailed argument and persuasive ideas, e.g. 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..’. <p>Organisation of Ideas Level 3b</p> <ul style="list-style-type: none"> • employ paragraphs effectively in a whole text; • use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate, indented sections where appropriate, complex and simple sentences; • present well-thought out and developed ideas in sentences. 	

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