



General Certificate of Secondary Education

English 3701

Specification B Paper 1F

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.



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

June 2007

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.

READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

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

Section A: Reading Media and Non-Fiction Texts

1 Media Texts

Remind yourself of the Media extracts on pages 4, 5, 6 and 10 of your pre-release booklet. Write about what makes these media extracts effective.

To do this you must explain:

- in *Are we having fun yet?* on pages 4 and 5 what the writer's opinions were about having to go to the Glastonbury Festival
- how the writer uses words and phrases in *Are we having fun yet?* on pages 4 and 5 to make her report lively
- how the words in the paragraph beginning 'Salvation Army clothes...' on page 10 and the pictures on page 10 contrast with the picture illustrating *Festival hails the return of teenage* kicks page 6. (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** levels on the left-hand side of the page and the **Content-Related** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed examination conditions.

<p>Skills-Related Descriptors Level 1 0-3 marks</p> <p>Key words: ‘limited’</p> <ul style="list-style-type: none"> • Shows limited interpretation, and understanding of the content of the Media texts; • may offer copying or irrelevant quotation; • shows limited ability to distinguish fact from opinion; • shows limited ability to follow argument; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writers use language, structure and presentation. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • She thought it would be bad at the Festival but she would be able to sunbathe; • the writer uses strong words; • one is happy and the other is all mud and rain.
<p>Skills-Related Descriptors Level 2 4-6 marks</p> <p>Key words: ‘some’, ‘relevant’</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, and understanding of the content of the Media texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to distinguish fact from opinion; • show some ability to follow argument, and identify implications relevant to the answer; • shows some ability to select or quote relevant material; • collates some material or makes some cross-references; • shows some understanding of how the writers use language, structure and presentation to achieve their intended effects, often through simple identification of features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • She thought at first that her time at Glastonbury would be awful; • then she thought she’d be able to sunbathe and enjoy the sun; • the words (adjectives) are vivid like ‘tea-coloured water’ and ‘mud-encrusted tent’ which makes you imagine it; • she makes lively comparisons such as Anton looking ‘like a gleaming otter’ • the <i>Festival hails</i> picture shows excited and happy festival goers; • this is different from the web page where the pictures show the floods and damage; • the words in bold show the disaster side of the Festival with the Salvation Army being called in to help.

<p>Skills-Related Descriptors Level 3 7-9 marks</p> <p>Key Words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the Media texts; • makes appropriate references to the Media texts; • shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information; • shows clear ability to follow appropriate argument, and identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross-references in support of the answer; • shows clear understanding of how the writers use language, structure and presentation to achieve their intended effects. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • Initially, she thought that her experience at Glastonbury would be horrific with shouting people and no proper lavatories; • then her opinion changed and she looked on the bright side and thought she'd be able to enjoy the heatwave and bask in the sun; • she uses plenty of qualifying words/adjectives which make the report lively e.g. 'slippery'; 'squelching'; 'sloshing'; 'shivering', 'half-naked'; • hyphenated/compound adjectives add liveliness e.g. 'tea-coloured'; 'grime-streaked'; 'mud-encrusted'; • her comparisons add liveliness and interest e.g. 'like a gleaming otter' which emphasises the glossiness of the mud; 'who look like the survivors of a terrible disaster' which emphasises the scruffiness of the festival-goers; • her humour adds liveliness through its exaggeration e.g. her fear of getting 'trench foot'; the 'lagoon' which might hold fish; being a stick-in-the-mud; • the <i>Festival hails</i> picture shows happy, celebrating, excited Festival – goers enjoying themselves in Festival mood; • in contrast, the website pictures don't show individual people, but just the devastation caused by the floods and people being rescued; • the words in bold are fairly lighthearted with the exclamation mark in 'and lots of it!' and the colloquialism 'Glasto', but they convey the 'torrential' rain and the essential [charitable] part played by the Salvation Army.
<p>Skills-Related Descriptors Level 4 10 marks</p> <p>Key words: 'detailed', 'perceptive'</p> <ul style="list-style-type: none"> • Offers full and detailed interpretation, insight and understanding of the content of the Media texts; • makes perceptive references to texts; • shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information; • shows a sustained ability to follow argument, identify implications and recognise inconsistencies; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross references in support of the answer; • shows detailed understanding and sensitive appreciation of how the writers use language, structure and presentation to achieve their intended effects. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The writer's use of the adjective 'apocalyptic' is lively because it suggests the intensely loud, end-of-the-world noise coming from the sound system; • she concludes the article effectively with a verbless sentence which shows that she did not believe the stallholder who gave her the organic carrot cake.

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 Texts

Read *The oldest taxi cab I ever caught* on the page opposite.

Write about:

- the details which tell you that the taxi cab is in poor condition
- how the writer uses language to make his account entertaining. (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 and make comparisons; (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** levels on the left-hand side of the page and the **Content-Related** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed examination conditions.

<p>Skills-Related Descriptors Level 1 0-3 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation and understanding of the content of the Non-fiction text; • may offer copying or irrelevant quotation; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writer uses language and structure. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The taxi went very slowly and kept stopping; • the springs were broken; it's funny when the window jumps out.
<p>Skills-Related Descriptors Level 2 4-6 marks</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, and understanding of the content of the Non-fiction text(s); • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to distinguish fact from opinion; • shows some ability to identify implications relevant to the answer; • shows some ability to select or quote relevant material; • collates some material or makes some cross-references; • shows some understanding of how the writer uses language and structure to achieve the intended effects, often through simple identification of features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The taxi can only go slowly and keeps stopping; • there was no door handle; • the driver found it hard to change gear; • lots of describing words make it lively e.g. 'tired popping sound'; 'gentle sea breeze'; • it's funny when Alex says 'It's an automatic'.

<p>Skills-Related Descriptors Level 3 7-9 marks</p> <p>Key words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the Non-fiction text; • makes appropriate references to the Non-fiction text; • shows clear ability to identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross- references in support of answer; • shows clear understanding of how the writer uses language, structure to achieve the intended effect. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • It was clear that the taxi was in poor condition because it could only go very slowly, it was always stalling and it had to be push started; • the door wouldn't close properly, the seats were worn down and the window glass jumped out; • the gears didn't work properly and had to be forced, and the brakes didn't work properly; • all the vivid adjectives make the account entertaining e.g. 'ancient'; 'stately'; 'gentle'; 'tired popping'; • the humour is entertaining e.g. 'It's an automatic'; 'a cavity made by a thousand bottoms'; • lively verbs of movement make it entertaining e.g. 'stamped'; 'juddering'; 'bounced'; 'ground'; • short sentences and a verbless sentence add to the entertainment and drama e.g. 'He tried again'; 'Still no luck'; • the driver is made an entertaining character with his 'shock' of white hair and his resigned (stoical) attitude e.g. 'unconcerned'; 'supremely unconcerned'; 'driver and vehicle had both simply stopped'.
<p>Skills-Related Descriptors Level 4 10 marks</p> <p>Key words: 'detailed', 'perceptive'</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the Non-fiction text; • makes perceptive references to the Non-fiction text; • shows in a detailed and perceptive way an ability to distinguish fact from opinion; • shows a sustained ability to identify implications and recognise inconsistencies; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross- references in support of the answer; • shows detailed understanding and sensitive appreciation of how the writer uses language and structure to achieve the intended effect. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The words convey the slow movement of the decrepit taxi, e.g. 'stately' (twice); 'twenty miles an hour'. Even the breeze rustling the palm fronds was 'gentle', the lorry's horn was sleepy, 'lethargic', and the driver and his taxi 'simply stopped'.

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** In our daily lives we are surrounded by noise, from music to machines. Some people long for peace and quiet.

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

The topic is:

‘There is too much noise in our lives.’

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 your self clearly. *(20 marks)*

Two separate marks must be **awarded and recorded separately** 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** descriptors on the left-hand side of the page and the **Content-Related** descriptors on the right-hand side of the page.

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

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

Remember that candidates are working under timed examination conditions.

<p>Skills-Related Descriptors AO3(i)/(ii) Communication Level 1 0-3 marks</p> <ul style="list-style-type: none"> • Communicate few ideas with limited success; • engage with 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; • 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; • use limited vocabulary evident • 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 there is or isn't too much noise in our lives is understood in a simple way; • show that the focus of the argument is on whether or not there is too much noise; • express straightforward point of view with some clarity using some appropriately chosen words and phrases; • 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, music is played everywhere including shops which is good because it's entertaining; • perhaps over-rely on anecdotal evidence; • make at least one suggestion in an attempt to extend a statement into an argument, by making some recognition of the qualifying 'too' in the question; • attempt to conclude the speech in a clear and rounded way.
<p>Skills-Related Descriptors Communication Level 2 4-6 marks</p> <ul style="list-style-type: none"> • Communicate ideas with some 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 awareness of the purpose and intention of writing the speech e.g. by directly addressing the reader; • 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. 	

Skills-Related Descriptors
AO3(i)/(ii)
Communication Level 3a
7-9 marks

- 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 by 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..'

Organisation of Ideas Level 3a

- Use paragraphs appropriately 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.

Content-Related Descriptors
for Levels 3a and 3b

Candidates may show evidence of these content features:

- show understanding that the topic is concerned with the issue of whether or not there is too much noise;
- 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; and also by tackling the 'too' in the question; and perhaps developing the argument by considering points on both sides of the argument;
- offer example(s), information, details to support the topic explicitly, e.g. evidence from media and/or personal experience; possibly offer some background information from the same sources;
- show some acknowledgement and development of the concept of 'too much'; perhaps accepting that there is a great deal of noise, but it is either comforting or intolerable/irritating;
- begin to show ability to argue in an articulate way with more general, persuasive ideas than just anecdote and specific examples, and recognise that there are persuasive arguments for both sides;
- present a cogent and clearly expressed conclusion which sums up the argument presented and ends unambiguously or even rhetorically.

<p>Skills-Related Descriptors 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 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;• uses 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 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 the 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 Gentleman, 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 for Level 4</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show a complete grasp of the issue as presented; • give well-selected details using emotive, persuasive, imperative and unequivocal words and phrases; • offer more generalised arguments which explore the problems of issues such as the beneficial or unwelcome results of the technological revolution which allows non-stop noise/music with Ipods and so on; the need for peace and quiet in a stress-filled life; • conclude the speech in a well-rounded, clear, even witty and decisive way.
--	--

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 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)			✓