



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

**General Certificate of Secondary
Education**

English 3701

Specification B Paper 1F

Mark Scheme

2007 examination – November series



**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-Fiction
Foundation Tier 3701/1F
MARK SCHEME
2007 Winter**

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 Texts

1 Media Texts

Remind yourself of the Media extracts on pages 6, 7, 8 and 9 of your pre-release booklet. Write about what makes these media extracts effective.

To do this you must explain:

- in *Sunny end to a ‘damn good show’* on page 7 which facts tell you about the effects of the weather
- how the writer uses language to keep the reader’s interest in his article *Festival hails the return of teenage kicks* on page 6
- how the picture illustrating *Sunny end to a ‘damn good show’* on page 7 contrasts with the pictures illustrating *Mudlarks of Glastonbury* on page 8 and 9. (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-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.

| Skills-Related Descriptors | Content-Related Descriptors |
|--|--|
| <p>Level 1 0-3 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Show 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. | <ul style="list-style-type: none"> • The heavy rain flooded the Festival site and people had to wade through water; • the language is good and describes the crowd well; • the picture shows the floods; • in <i>Mudlarks</i> everyone is having fun. |
| <p>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. | <ul style="list-style-type: none"> • It rained so much that all the tents were flooded and the fire brigade had to pump the water away; • the sun came out after the floods and people had to find their sunscreen; • the (direct) speech keeps the reader's interest because different people speak in a lively way; • it's interesting because the language is everyday language which is easy to understand like 'thirtysomething'; 'blokey'; 'laid back'; • the picture illustrating <i>Sunny end</i> shows the tents floating in the flood; • (in contrast) the pictures illustrating <i>Mudlarks of Glastonbury</i> show people having fun laughing; • the middle picture shows one of the performers singing on the first day (which the picture of the flood doesn't show). |

| Skills-Related Descriptors | Content-Related Descriptors |
|--|--|
| <p>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; • show clear understanding of how the writers use language, structure and presentation to achieve their intended effects. | <ul style="list-style-type: none"> • The falling of the month's rain in seven hours caused floods and people had to wade and the Fire Brigade had to pump water away; • festival goers lost possessions in the floods but they helped one another; • the fact that the sun came out on the last day meant that festival goers had to find their sunscreen and that people delayed their exit, causing massive queues; • direct speech breaks up (the continuous prose of) the article and so keeps the reader's interest; it introduces real people which is interesting and lively; • the language is lively and interesting because it's colloquial/very modern/trendy which is suitable for a festival e.g. 'thirtysomething'; 'hang out'; 'blokey'; 'web-savvy'; • words show how safe it is at Glastonbury e.g. 'extra security'; 'stewarded'; 'sense of safety'; • words emphasise the female element in the Festival this year e.g. 'less blokey'; 'female tastes'; 'female urinals'; 'women (twice)'; 'grand-daughter'; 'seven girls to every bloke'; • 'howling at the moon' describes the wild atmosphere of the Festival; • journalese/newspaper reporter's language makes the article interesting e.g. 'headlined'; 'corporate tie-ins'; 'trend'; • 'beer-and-boys-with-guitars' is a lively hyphenated adjective to describe rock festivals; the <i>Sunny end</i> picture shows the devastation left by the floods with floating and submerged tents and people wading; • in contrast/whereas the <i>Mudlarks</i> pictures show young people having great fun laughing and celebrating; • the <i>Sunny end</i> picture shows the unpleasant side of the floods whereas the <i>Mudlark</i> picture shows people enjoying the mud; • the <i>Sunny end</i> picture shows the disastrous side of the Festival, but the middle <i>Mudlark</i> pictures shows what the Festival is all about: the music and the performers; • the mood of the pictures is different: <i>Sunny end</i> is factual and gloomy; <i>Mudlarks</i> are celebratory, carefree and happy. |

Level 4
10 marks

Key words: 'detailed', 'perceptive'

- Offers a 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.
- The language keeps the reader's interest because it is up to the minute and punchy, just like the mood of the Festival. Adjectives like 'beer-and-boys-with-guitars' pack several ideas into one hyphenated adjective and make the writing as lively and feisty as the Festival itself.

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 *Fire* on the page opposite.

Write about:

- the feelings of the boy in the extract
- how the writer uses words to make his account exciting. (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.

| Skills-Related Descriptors | Content-Related Descriptors |
|--|---|
| <p>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. | <ul style="list-style-type: none"> • The writer was amazed by the fire; • he helped the Chinese man; • the words make the fire sound very strong. |
| <p>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; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to identify implications relevant to the answer; • shows some ability to select or quote relevant material; • collates some material or make 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. | <ul style="list-style-type: none"> • The writer was shocked at the fierceness of the fire; • he was scared by the noise of the fire; • he fell over but he didn't feel pain; • he could feel the heat of the fire on his legs; • 'hordes' shows how big the crowd of people running away from the fire was; • the Chinese man's language stands out because it's not correct English, 'You lucky boy for me'. |

| Skills-Related Descriptors | Content-Related Descriptors |
|---|--|
| <p>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 a clear ability to identify implications; • shows clear ability to select or quote material appropriate for purposes; • collates appropriate material or makes cross-references in support of the answer; • shows clear understanding of how the writer uses language, structure to achieve the intended effect. | <ul style="list-style-type: none"> • When he saw the fire, the writer was so shocked that he was stunned into silence, unable to move; • he was frightened by the terrible noise of the fire; • the fire was so intense/strong that he could feel its effects; the heat on his bare arms and legs; his eyes weeping; • he felt he had to help; as he stumbled down the path, he couldn't see his feet and he fell, but he didn't feel the pain because his burden broke his fall; • he was amazed that the survivors weren't crying; • he felt a touch on his head when the Chinese man thanked him; • at the end of the extract the writer realised how easily the people's homes had been destroyed; • the description of the crowds of people escaping the fire is vivid and exciting with words such as 'hordes'; 'pouring off'; 'struggled down'; • the intensity of the explosions in the fire is made exciting through the comparison 'as if an artillery shell had hit it'; • the intensity of the fire is made exciting by the word 'inferno' and by the dramatic (alliterating) phrase (metaphor) 'foundation of flame'; • the Chinese man's foreign English 'You lucky boy for me' stands out and makes the young man come alive; • 'fragile' shows how easily broken the people's lives and homes were which adds to the drama and excitement of the fire. |

Level 4
10 marks

Key words: 'detailed', 'perceptive'

- 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 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.
- The boy felt pity for the poor people who had lost their homes. The 'warm water' smelling of 'perfumed salts' in his bath contrasts with the terrible inferno which he has seen and he realises how 'fragile' life is: that the poor people are vulnerable and that their lives are easily broken in a very short space of time.

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 Young people are sometimes criticised for not taking their education seriously.

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

The topic is:

‘Young people spend too much time just having fun.’

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 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 in timed examination conditions.

| Skills-Related Descriptors | Content-Related Descriptors |
|--|---|
| <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 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 is whether young people do, or do not, spend too much time just having fun; • 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; • uses 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 wider issues, such as young people having to study for exams; the need to take time off from stressful exam preparation; young people having jobs and money even when at school; • show some (limited) awareness of audience and conclude the speech e.g. by saying goodbye, but without an effective summing up. |
| <p>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; • use limited vocabulary but include argumentative/persuasive markers e.g. ‘on the other hand’, ‘perhaps’. <p>Organise 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 | Content-Related Descriptors |
|--|--|
| <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 Levels 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 young people spend too much time having fun, and that the issue is not concerned merely with partying; • 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 the tragic results of binge drinking as an example of 'fun' getting out of control; conflict between the generations concerning taking life and education seriously; • possibly offer some background information from the same sources; employ perhaps some emotive language and questioning of the audience for involvement and intentional effect; • offer convincing supporting argument using some commanding language and ideas e.g. the association of 'having fun' with excessive drinking which will seriously affect the whole lives of young people; • begin to show the ability to argue in an articulate way with more general, persuasive ideas, rather than merely producing anecdote and specific examples, which address issues such as apparently conflicting and different values and aspirations of parents, teachers and young people; • present a 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 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. | |

| Skills-Related Descriptors | Content-Related Descriptors |
|--|---|
| <p>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 conflict between, for example, the pressures of peer groups, parental aspirations and modern culture; • 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 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 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) | | | ✓ |