



General Certificate of Secondary Education

English 3701

Specification B Paper 1F

Mark Scheme

2008 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.

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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 2008

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 4,6 and 9 of your pre-release booklet.

Write about what makes these media extracts effective.

To do this you must explain:

- which facts and opinions the writer uses in his article, *It's a shard life, cycling* on page 6
- how the writer uses language to make his account vivid in *Into Death Valley again*. Write about the article only up to the end of page 4 of the pre-release booklet
- how the 'Life Facts' column and the picture add to the interest of the article *Triumph and Despair* on page 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.

<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"> • he says the cycle paths are full of glass; • he makes his journey sound really tough; • she looks really pleased with herself in the picture.
<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"> • he thinks that cycle lanes are a good idea but that cars spoil them; • he says that 1,000 tonnes of broken glass are dumped in the road every year; • he uses words to show how painful his injury was: <i>painful; painfully swollen and tender</i>; • he describes how difficult his journey was in strong words; • the 'Life Facts' column tells you about Emma and makes you want to read the article; • the picture makes you want to read the article because it shows Emma looking like a winner; • the facts are easy to read.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="180 264 320 327">Level 3 7-9 marks</p> <p data-bbox="180 365 635 398">Key Words: ‘clear’, ‘appropriate’</p> <ul data-bbox="180 439 823 1048" 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. 	<ul data-bbox="847 331 1449 1727" style="list-style-type: none"> • (in his opinion) he thinks that cycle lanes are a good idea but he thinks that drivers don’t realise that when cyclists wobble it’s because they’re trying to avoid broken glass scattered by cars; • (in his opinion) he thinks there’s a staggering amount of glass in the road where cyclists have to cycle; • he uses facts to back up his opinion i.e. that cars sweep the broken glass into the cyclists’ path and that 1,000 tonnes of broken glass are left on the roads each year (even after 19,000 tonnes have been swept up); • the writer’s (physical and mental) pain is vividly described in words like <i>painful</i>; <i>painfully swollen and tender</i>; <i>wincing</i>; <i>trauma</i>; <i>mangled</i>; • his humour makes vivid writing: <i>Mr Stumpy</i>; <i>melted chocolate</i>; • his honesty adds vividness: <i>burned meat</i>; <i>unimaginably brutal</i>; • the simile <i>like a disapproving school teacher</i> is vivid because it’s unusual / amusing and shows how daunting / scary Mount Whitney looked; <i>loomed</i> and <i>dreading</i> add to this feeling; • the picture of Emma adds to the reader’s interest because the headlines say how she was <i>almost destroyed</i> in an accident but the picture shows her as a triumphant winner (shouting in triumph) and you wonder how she did it; • the ‘Life Facts’ column summarises Emma’s life and the content of the article in an at-a-glance, easy to read way; you could know a lot about her from just the headlines and the ‘Life Facts’; • ‘Life Facts’ encourages you to read the whole article to get the full story and the personal angle / details.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="145 230 287 293">Level 4 10 marks</p> <p data-bbox="145 331 630 365">Key words: ‘detailed’, ‘perceptive’</p> <ul data-bbox="145 405 817 1003" 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.	<ul data-bbox="852 405 1492 667" style="list-style-type: none">• The contrast of the writer’s impressions makes for a vivid account: the harshness of <i>masochists</i>; <i>unimaginably brutal</i> which recalls to him the <i>harsh</i> chemicals <i>hauled</i> by the 1880s miners contrasts with the awesome beauty of the place and the pay-off of the challenge: <i>exhilarating</i>; <i>elated</i>; <i>marvelling</i>.

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 *Climbing the Wisteria* on the page opposite.

Write about:

- the feelings of the writer throughout the extract
- 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 vet gets cross with Jimmy; • he must have been deathly pale; • the vet was worried when he saw Jimmy’s legs dangling.
<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 vet was annoyed when he first thought that Jimmy was climbing the wisteria; • he was shocked when he realised that Jimmy really was climbing up it; • the language shows how fast the vet rushed out: <i>threw down</i> and <i>shot along</i>; • the (direct) speech / dialogue makes it more interesting to read.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="177 264 794 293">Level 3</p> <p data-bbox="177 293 794 322">7-9 marks</p> <p data-bbox="177 360 794 389">Key words: ‘clear’. ‘appropriate’</p> <ul data-bbox="177 427 794 913" 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. 	<ul data-bbox="801 293 1406 1525" style="list-style-type: none"> • the vet was happy for Jimmy to watch him, but he was annoyed that Jimmy seemed to be climbing the wisteria; • he thought that he must be mistaken as Jimmy had been forbidden to climb it, and he was furious when he realised Jimmy really <u>was</u> climbing it; • the vet found it difficult to concentrate on his task with Jimmy’s activities going on and felt he was being unprofessional to Mr Garrett; • he was horrified when Jimmy fell and hugely relieved when he found him unhurt; • he felt triumphant when he extracted the thorn; • the direct speech / dialogue make the text entertaining because it makes it realistic; • the short sentences <i>No, I must be mistaken; I had done it</i> make the text dramatic and entertaining; • lively verbs of movement make it entertaining e.g. <i>threw down; shot along; leaped;</i> • the vivid adjectives and adverbs make the scenario / scene more entertaining and easier to imagine e.g. Mr Garrett’s <i>thin smile</i>; the vet shaking his fist <i>violently</i>; • the exclamation <i>My God</i> shows the vet’s horror and fear; Jimmy’s <i>howl of terror</i> is dramatic [and sounds like a dog]; • <i>engraved</i> is a formal word and shows how important Mr Garrett’s words were to the vet.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="177 264 794 331">Level 4 10 marks</p> <p data-bbox="177 365 794 398">Key words: ‘detailed’, ‘perceptive’</p> <ul data-bbox="177 432 794 1081" 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.	<ul data-bbox="801 432 1412 633" style="list-style-type: none">• The words describing the wisteria <i>curled</i> and <i>slender</i> are gentle and suggest delicacy. They contrast with the violence of the vet’s reactions when he realises Jimmy is climbing the wisteria: <i>fury; glare; leaped at; shook my fist violently.</i>

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** The Editor of a magazine is inviting readers to write to him with their answers to the following question:

Which technological invention could you not do without?

Write a letter to the Editor, giving persuasive reasons why your chosen invention is so important to you.

Remember:

- your purpose is to write a persuasive letter
- 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 the Section B question 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 which invention candidate could not do without is understood in a simple way; • show that the focus of the argument is on the chosen invention;
<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 letter e.g. by directly addressing the reader; • write a letter 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. 	<ul style="list-style-type: none"> • express a straightforward point of view with some clarity using some appropriately chosen words and phrases; • show evidence that the whole topic is being addressed by using some information and examples to illustrate, for example, describing dependence on the i-pod; • perhaps over-rely on anecdotal evidence; • make at least one suggestion in an attempt to extend a statement into an argument, by providing a persuasive reason such as linking mobiles to personal safety; • perhaps focus on the importance on a personal level only; • attempt to conclude the letter in a clear and rounded way.

<p>Skills-Related Descriptors 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 letter, but without much development of the argument e.g. by repeating the argument; • write a letter, 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..' <p>Organisation of Ideas Level 3a</p> <ul style="list-style-type: none"> • 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. 	<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 clear understanding that the topic is concerned with the issue of which invention is the most important, and use a largely correct letter format; • make a clear statement that the choice of invention is all-important and cannot be done without, and offer persuasive reasons e.g. <i>the Internet isn't just a source of entertainment but I can do research for my coursework on it;</i> • offer examples / information / details to support point of view explicitly and widen appeal e.g. evidence from media; personal experience in an instance of how a mobile phone can save lives; how sensors can predict volcanic eruptions; • address the Editor directly and choose reasons appropriately to persuade; • begin to show ability to argue in an articulate way with more general, persuasive ideas than just the personal, showing an awareness of the wider possibilities of 'inventions' rather than just phones and music e.g. dialysis machines; electricity; satellite transmissions; • present a cogent and clearly expressed conclusion which sums up the argument presented, and which ends accurately, 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 letter e.g. by addressing the audience directly, effectively and appropriately; • write a formal letter, 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 letter;• write a formal letter, 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 <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;• conclude the letter 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 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
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Assessment Objective	Question		
	1	2	3
2(i)	✓	✓	
2(ii)	✓		
2(iii)	✓		
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓