



General Certificate of Secondary Education

English 3701

Specification B Paper 1F

Mark Scheme

2008 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.

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

Copyright © 2008 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**

November 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 6, 7 and 8 of your pre-release booklet. Write about what makes these media extracts effective.

To do this you must explain:

- how the opinions held by the writers of the two letters on page 8 are different
 - how the writer uses language to make his account vivid in *Riders on the Sandstorm* on page 7
 - the effects of the picture and the writing printed **on the picture** on 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-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"> • one letter is against cyclists and the other letter is from a cyclist who disagrees with the writer of the first letter; • they all love cycling in Asmara and it’s very vivid; • the picture shows a cyclist in traffic with a number plate.
<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"> • the first letter says that cyclists are ‘whingeing’ and break all the rules; • the second letter is from a cyclist who disagrees and says she obeys the rules and cyclists aren’t whingers; • Asmara is quiet and poor <i>depressing and depressed</i>; • it’s vivid because of the enthusiasm of the cyclists and the people: <i>thousands of paying spectators</i> ; • the picture shows a girl cyclist in traffic and her number plate is a joke; • the headlines /words show that Livingstone thinks number plates are a bad idea.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="129 264 239 293">Level 3</p> <p data-bbox="129 297 276 327">7-9 marks</p> <p data-bbox="129 365 587 394">Key Words: ‘clear’, ‘appropriate’</p> <ul data-bbox="129 439 810 981" 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="858 297 1497 1787" style="list-style-type: none"> • the second letter is in response to the first; • the tone of each letter is different; • the writer of the first letter is a road-user who thinks that cyclists are whingeing complainers who ride irresponsibly and break the traffic rules; • in contrast the writer of the second letter is from a cyclist who disagrees with the first writer and has a different opinion; she explains that she rides legally and responsibly; • she argues that cyclists are environmentally friendly and they deserve better facilities and behaviour from car drivers; • the language is lively when the writer describes the energy and keenness of the cyclists: <i>rare zeal; furious breakaway; punched the air;</i> • he describes vividly the speed of the cyclists by describing the way they flash past: <i>blur of neon; swish of colour;</i> • the language is vivid in the way the writer shows the dull and slow side of Asmara <i>depressing and depressed; pedalling lazily; tranquil</i> which contrasts with the energy (and obsession) of the riders; • The writer shows the poor side of Asmara: <i>stony fields; the world’s worst paid full-time sportsmen;</i> • with its associations of quickness of movement and the skin-tightness of their cycling gear, <i>snake-lean</i> is a vivid (hyphenated) and lively adjective to describe the cyclists; • the writer describes vividly how good-natured the people are: <i>affable</i>; also in the humour at the end; • the picture shows a cyclist’s eye view of the traffic; • the number plate is a joke which shows the writer’s view that the proposal that cyclists should have number plates is a stupid one, a ‘dumb’ one; it’s an amusing, graphic and effective way of showing the writer’s view; • <i>makes U turn</i> is a pun because it’s saying that Livingstone had changed his view but has used an expression from driving which is funny and effective; it makes Livingstone look a bit silly; • the line underneath is in quotation / speech marks which shows that some-one in authority has criticised the proposal, so it strengthens the point of the picture; • the picture and writing tells you a lot about the article in an easy, at-a-glance immediate way.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="129 405 263 465">Level 4 10 marks</p> <p data-bbox="129 506 608 539">Key words: ‘detailed’, ‘perceptive’</p> <ul data-bbox="129 577 794 1178" 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="841 577 1501 943" style="list-style-type: none">• the picture and its accompanying words are effective because at a glance it tells the reader the opinion of the writer of Livingstone’s proposal that cyclists should have number plates. Immediately it shows a girl cyclist in rather daunting traffic (who is more vulnerable than a man might be seen to be) and this makes the reader sympathetic to the cyclist. The number plate immediately ridicules the proposal with its colloquial use of <i>DUM</i>. It amuses and intrigues the reader.

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 *Riding a Reindeer* on the page opposite.

Write about:

- the thoughts and feelings of the writer throughout the extract
- how the writer uses language to make his account enjoyable.

(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"> • he found it hard to ride the reindeer; • he was afraid of being hurt; • it was exciting riding with the big reindeer.
<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; • 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 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"> • he found it difficult getting onto the reindeer and fell off first time; • he was afraid he’d be hurt by the reindeer’s antlers; • he was worried about whether he’d be able to stay in the saddle; • <i>a shapeless lump of felt</i> shows that the saddle wasn’t a proper one; • <i>towering</i> shows that the antlers were very big; • <i>great beast</i> shows how enormous and scary the reindeer was.

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 1449" style="list-style-type: none"> • he thought the hardest part would be mounting the reindeer as it was bare back except for a lump of felt; • he was grateful that the snow was there to break his fall; • he thought the advice to lean forward was madness because it brought him even closer to the (lethally) pointed antlers which might put his eyes out; • he felt he had to pretend to Kiasha that all was ok although he was quite scared; • he didn't feel confident of riding because he had no real experience of even riding a horse; • he impressed himself by staying in the saddle; • at the end he felt exhausted (but probably triumphant); • he uses exaggeration which makes it funny and enjoyable: <i>within millimetres; about four seconds;</i> • he uses (self-deprecating) humour which adds to the enjoyment: <i>if I'd been a practising ballet dancer;</i> • the (daunting)/ dramatic enormity of the reindeer is shown in <i>great beast; towering antlers;</i> • the direct speech breaks up the story and makes it more enjoyable (compelling) / exciting; • the description of the sounds of the hooves is vivid / (lyrical) and contrasts with the (jokey) language before it: <i>a gale through trees; the air echoed.</i>

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="177 302 794 365">Level 4 10 marks</p> <p data-bbox="177 398 794 432">Key words: ‘detailed’, ‘perceptive’</p> <ul data-bbox="177 472 794 1039" style="list-style-type: none"><li data-bbox="177 472 794 566">• Offers a full and detailed interpretation, insight and understanding of the content of the Non-fiction text;<li data-bbox="177 575 794 638">• makes perceptive references to the Non-fiction text;<li data-bbox="177 647 794 741">• shows a sustained ability to identify implications and recognise inconsistencies;<li data-bbox="177 750 794 813">• selects or quotes pertinent material and makes perceptive supporting comments;<li data-bbox="177 822 794 916">• collates material and makes perceptive cross-references in support of the answer;<li data-bbox="177 925 794 1039">• shows detailed understanding and sensitive appreciation of how the writer uses language and structure to achieve the intended effect.	<ul data-bbox="801 472 1406 701" style="list-style-type: none"><li data-bbox="801 472 1406 701">• the sounds of the hooves echoing and <i>clacking</i>, sounding like <i>a gale through trees</i>, contrasts with the lively humour and exaggeration of what has gone before e.g. <i>If I’d been a practising ballet dancer</i>. This variety of language makes the whole enjoyable to read.

WRITING – Assessment Objectives

Candidates are required to demonstrate the ability to:

- AO3 (i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- AO3 (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- AO3 (iii) use a range of sentence structures effectively with accurate punctuation and spelling.

Section B: Writing to Argue, Persuade, Advise

- 3 Some people think that to be successful you have to make lots of money. Others may disagree.

You are going to make a speech in your class debate.
The topic is:

‘You can be successful in life without making lots of money.’

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 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; • 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 it is essential to have money in order to be successful is understood in a simple way; • 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 e.g. perhaps citing a celebrity whose success is judged by this wealth; • make at least one suggestion in an attempt to extend a statement into an argument and bring in wider issues, such as the pressures of television advertising and celebrity magazines which show success as having lots of money; • show some (limited) awareness of audience and conclude the speech e.g. by saying goodbye, but without an effective summing up.
<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/or 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>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 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 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 understanding that the topic is concerned with the issue of whether or not it is essential to have money in order to be successful and explore the concepts of success • 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, or not support, the topic e.g. anecdotal evidence perhaps from friends, media, personal experience: perhaps citing examples of very successful people who don’t have much money.
---	--

<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. 	<ul style="list-style-type: none"> • 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. personal success and achievement may cost nothing at all; • begin to show the ability to argue in an articulate way with more general, persuasive ideas, rather than just anecdote and specific examples, which address issues such as questioning/defining success; • present a clearly expressed conclusion which sums up the argument presented and ends effectively with audience awareness.
---	---

<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 pressure from the media and celebrity which is pressed on children from a very young age making them equate success with a moneyed life-style; • conclude the article 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)			✓