



General Certificate of Secondary Education

English 3701

Specification B Paper 1F

Mark Scheme

2009 examination – June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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 © 2009 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 2009

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 Text

01 Media Texts

Remind yourself of the media extracts on pages 5, 6, 9 and 10 of your pre-release booklet.

Write about what makes these media extracts effective.

To do this you must:

- Quote **one** fact and **one** opinion from *Decades of devastation ahead as global warming melts the Alps* on page 5. Say which is a fact and which is an opinion and explain why you have identified each one in the way you have.
- Explain how the writer uses language to make his account vivid in *19 mins, -1.8C The first swim at the North Pole* on page 10. Select your examples **only** from the first two columns on page 10.
- Compare and comment on the picture on page 6 and on the poster which is printed on the lower half of 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.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 Marks 0-3</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. 	<ul style="list-style-type: none"> • They reached the mountain hut when the avalanche came; people say the mountains are melting; • The writer uses strong language to make you want to read on; • The penguins look sad because they're walking on sand.
<p>Level 2 Marks 4-6</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; • shows 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's a fact that 70 climbers were rescued that day, [it really happened]; it's an opinion that scientists believe the Alps are melting, [that's what they think]; • Lots of strong words show how painful the cold was to Mr Pugh like <i>agonising</i> and <i>excruciating</i>; • The language shows how cold it was <i>melted sea ice</i>; <i>the coldest water</i>; • Mr Pugh was frightened and nearly gave up several times; • The poster picture shows penguins on sand whilst the picture for <i>Global warming happens</i> shows ice; • The poster says <i>We're all on thin ice</i> meaning we're in danger.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 7-9</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"> • “<i>We have found that the ground temperature in the Alps around the Matterhorn has risen considerably over the past decade</i>” is a fact because it can be proved and is the result of scientific tests; • “<i>scientists now believe global warming is melting the Alps, threatening widespread devastation over the next two decades</i>” is an opinion because the scientists <i>believe</i>, that is they think it is so but don’t say it is a fact; • The words showing how painful the swim was make the account vivid e.g. <i>agonising</i>; <i>excruciating</i> [repeated for emphasis]; <i>my body was on fire</i>; • The simile <i>like plunging into a black hole</i> is a vivid description of the frightening blackness of his swim when the water was <i>absolutely black</i>; • <i>perished but ecstatic</i> vividly expresses his pain mixed with triumph; • The way he made his path <i>in a crack between broken floes</i> is extremely dramatic and vivid as you can imagine the vast pieces of ice [and the vulnerable human being swimming between them]; • The poster picture shows penguins on sand [apparently walking to nowhere] which immediately makes you think ‘this is wrong, they should be on ice and water’; the picture of the glacier makes you say ‘this is wrong’ too because the glaciers should not be collapsing; • The words ‘we’re all on thin ice’ are metaphorical and a pun showing that we’re all in dangerous times like walking on thin ice; <i>inconvenient</i> is in red to stand out and makes the [political] point that global warming is a fact but we don’t want to accept it; • The picture on page 6 is a straightforward photograph showing a collapsed glacier which is a consequence of global warming; the poster on page 9 [on the other hand] is advertising a video which warns against the effects of global warming; • The penguins picture [which has been digitally enhanced or altered] is dramatic and shocking because it shows penguins on sand.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 271 316 331">Level 4 Marks 10</p> <p data-bbox="188 371 671 405">Key words: ‘detailed’, ‘perceptive’</p> <ul data-bbox="188 445 799 1048" style="list-style-type: none">• 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.	<ul data-bbox="831 412 1445 741" style="list-style-type: none">• The poster makes a strong and provocative political point about global warming. It is minimalist and has a powerful effect. The penguins are out of their natural habitat and it is shocking to see them walking across hot sand instead of ice and water. The word <i>inconvenient</i> burns red into the viewer’s conscience: we know the truth about global warming but do not want to confront it.

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.

02 Non-fiction Text

Read *My friend Willoughby* on the page opposite.

Write about:

- what sort of boy Willoughby was
- 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; (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 to 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 Marks 0-3</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"> • Willoughby likes playing tricks on people; • He loves having a laugh and having fun; • The writer makes it funny.
<p>Level 2 Marks 4-6</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. 	<ul style="list-style-type: none"> • Willoughby is the sort of boy who loves having fun; • He loves making people look stupid; • He has lots of ideas; • The writer makes it funny by exaggerating / going over the top, [like the waitress shrieking and dropping the tray]; • The description of the manager with his hair all sticking up is funny; • Lots of describing words for the beetle make it funny [and worse than it probably was].

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 7-9</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 the answer; • show clear understanding of how the writer uses language, structure to achieve the intended effect. 	<ul style="list-style-type: none"> • Willoughby was the sort of boy who loved fun – usually at the expense of someone else whom he loved to make look stupid; • Willoughby could exploit even the most unlikely / ordinary situation / scenario and make it fun for him and his friend; • He was an inventive, creative, energetic, lively boy who used his skills for deceitful / unscrupulous / delinquent / naughty / daring activities which gave him great pleasure; • He had a look of innocence about him which enabled him to get away with his outrageous tricks / he seemed to have an almost magical effect on people; • He lied to heighten the suffering of his victims e.g. by telling the Manager that his father was a health inspector; • He was more daring than his friend whom he loved to impress by his tricks / antics; • The beetle described in 6 [consecutive] adjectives is entertaining because it is humorous and exaggerated; • The description of the Manager with his clothes and hair <i>at their wits' end</i> is vivid and funny because it's exaggerated [and makes his hair express his panic]; • The panic and horror of the Manager is conveyed by the direct speech; the repetition in <i>Oh my goodness</i> repeated 3 times makes it funny [like a comedy]; • The description of the sundaes is entertaining because it's so exaggerated / over the top / [includes superlatives] with its <i>plenty of nuts and extra cherries</i> AND whipped cream: <i>the largest and most elaborate ever served</i>.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 Marks 10</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 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 style="list-style-type: none"> • He had a great sense of drama / theatre and loved to create a dramatic scene; • The whole incident in the cafe is like an entertaining piece of theatre or comic-show which Willoughby begins with the unwrapping of his beetle <i>with a certain theatrical flourish</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

03 Developments in science and technology mean that life around us is constantly changing.

Do you think life will be better or worse in fifty years' time?

Write an article for a magazine in which you **argue** that life will be **either** better **or** worse in fifty years' time.

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 of whether life will be better or worse in fifty years' time is understood in a simple way; • Show that the focus of the argument is on whether or not it will be better or worse;
<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 an article e.g. by directly addressing the reader; • write an article 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 of 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, reference to the job market / advance of technology; • Perhaps over-rely on anecdotal evidence; • Make at least one suggestion in an attempt to extend a statement into an argument, by seeing <i>life</i> not merely on a personal level – for example perhaps by making some reference to global warming; • Perhaps show a hazy understanding of the concept of 'fifty years' time' – some ideas may be outlandish e.g. weekends in space hotels; • Attempt to conclude the article in a clear and rounded way.

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 an article, but without much development of the argument e.g. by repeating the argument; • write an article, 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 clear understanding that the topic is concerned with the issue of whether or not life will be better or worse in fifty years’ time; • State clearly the point of view which is to be argued e.g. a clear statement that the argument is going to be that life will be better or worse, and also by tackling <i>life</i> in the question, so that a personal response is given (e.g. worse because I’ll be old and won’t be playing football anymore) – and also some consideration of <i>life</i> in its broader sense as it affects others [across the world] (e.g. better because of advances in medicine); • Offer examples / information / details to support point of view explicitly e.g. evidence from media; personal experience; pre-release booklet; possibly offer some background information from the same sources, e.g. future floods / melting of ice-caps / shortage of water worldwide; • 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 e.g. explore the idea that technological advances may mean we don’t need teachers; • Present a cogent and clearly expressed conclusion which sums up the argument presented, and which ends unambiguously or even rhetorically.

Communication Level 3b

10-12 marks

- 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 an article e.g. by addressing audience directly, effectively and appropriately;
- write a formal article, 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.

Organisation of Ideas Level 3b

- 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 purpose and intention of writing an article; • write a formal article, 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 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 from 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)			✓