



General Certificate of Secondary Education

English 3701

Specification B Paper 1F

Mark Scheme

2009 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.

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**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-Fiction
Foundation Tier 3701/1F
MARK SCHEME
November 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. The comment should be related to the **Skills-Related descriptors** in the mark scheme. **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 kinds 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

1 Media Texts

Remind yourself of the Media extracts on pages 4, 7 and 9 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 *An ominous warning from above* on page 4. 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's use of words in *My temper is rising. Must be global warming...* on page 7 makes his article effective
- comment on the way information is presented in *Polar Bears: The cold hard facts* on page 9.

(10 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (AO2(i))
- follow an **argument** and **distinguish opinion**; (AO2(ii) and (AO2(iii)))
- **select** appropriate references to support and extend comment; (AO2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (AO2(ii) and (AO2(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"> • The mountaineers say the mountains are changing; people say dog mess is more important than climate change; • The writer's words are strong so that you want to read on; • The polar bears look like they're howling.
<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 the base camp is 40 metres lower than in 1953 [it can be measured so it's true]; it's an opinion that scientists think that Everest could be a rock by 2050 [that's what they think]; • The language shows his strong opinion / <i>want to reach for a gun</i>; • He plays with words / makes puns like <i>my temperature rises</i>; • He uses a metaphor in <i>turning the meter backwards</i>; • The <i>cold hard facts</i> is eye-catching because of the polar bear logos and the way it's printed on a strip; • It is full of plain facts easy to read; it tells you just the essentials so you don't waste time reading pages and pages.

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>"Base camp used to sit at 5320 metres. This year it was at 5280 metres because the ice is melting from the top and side"</i> is a fact because the figures can be measured and proved; • Britons <i>"believe that terrorism, crime, graffiti and even dog mess are more pressing issues for the UK"</i> is an opinion because it's what people think or believe; it's not a provable fact that those are the most important issues [because other people may have different opinions]; • The writer plays with words / uses lots of puns to make his writing witty and to strengthen his argument <i>road proposals parked; lights put out on new power stations;</i> • His opinion and feelings [of anger and frustration] are very strong / emphatic like his language <i>I want to reach for my gun; shipped in;</i> • <i>scrabbling</i> in compost shows that the writer thinks composting is a useless activity; • The writer uses a lot of colourful / vivid / startling expressions which toughen up / emphasise his argument <i>on the side of the angels; the new Act of God;</i> • He uses effective alliteration which makes his statements and opinions stand out <i>where more people live, and lead productive lives;</i> • <i>Cold hard facts</i> is effective because it provides many facts in an appealing way as a strip [like a supermarket receipt showing the 'cost' of global warming]; • The content is presented in an easy to digest way: each fact is brief and the polar bear logos are eye-catching / appealing / intriguing; • The facts give the reader information / facts and figures; it does not try to persuade the reader with emotive or colourful language; • The strip presents a digest of a great deal of information in an accessible way; • The polar bear looks as though it is howling and looks very alone, [perhaps making us feel sorry for him / realise that he is threatened].

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 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 style="list-style-type: none"> • The writer uses wit and puns to emphasise his feelings of extreme irritation with current views. He uses the language of the global warming debate to make fun of their arguments and strengthen his own, <i>cut emissions of climate hysteria</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 *The Coffee Machine* on the page opposite.

Write about:

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

(10 marks)

Specific

Examiners are required to consider how far candidates:

- **understand** the text, engage with it, and **interpret** it; (AO2(i))
- **select** appropriately from the text; (AO2(iv))
- **understand** and **evaluate** how **language** is used to involve the reader. (AO2(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"> • They wondered what the coffee would be like; • They didn't like the coffee; • It was funny when the dad threw it all away.
<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 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 boy was quite excited at first; • He doesn't understand why his dad has bought the machine when they don't drink coffee; • The mum gets het-up when the dad pours the coffee and it spills; • <i>exotic</i> makes the coffee sound special; • The writer makes it funny when the dad puts the machine away in the shed; • The writer uses a lot of words to describe the coffee <i>pale, watery, brown</i> which makes it interesting for the reader.

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(s); • makes appropriate references to the Non-fiction text(s); • 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"> • As soon as the boy comes in and smells the unusual smell he seems surprised and intrigued; • He doesn't understand why his father has bought it since the family doesn't really drink coffee; • His mother understands that the machine is another fad / passing interest which the father will tire of; she's resigned to her husband's whims / crazes; • They both wait excitedly for the coffee to be ready, although the boy hopes he won't be made to drink it if he doesn't like it; • The process takes so long, that the mother starts to busy herself with something else as she's losing interest; • They are both impressed / awed by the process as they wait in <i>awed silence</i>; • They don't understand about the instruction booklet being in Italian but both know it's best / tactful not to say anything to the father [when he's preoccupied]; • The mother gets agitated as the father makes a mess of pouring the coffee; she doesn't say it's horrible, but her query shows that the coffee is not a success; • The writer describes the coffee [with lists of vivid adjectives] at the beginning as <i>exotic, rich, bitter</i> which sounds exciting and intriguing; a contrast to the <i>pale, watery; thin, brown, burnt-tasting</i> at the end which is distasteful / unpleasant; • At the beginning the coffee making is described vividly which makes it all seem very exciting, new and beautiful <i>dancing beads; excited plopping sound</i>; [even the spilt grains sound pretty <i>freckled</i>]; • The direct speech makes the account vivid as it shows the mother's diffident tact "<i>Do you think it's ready yet?</i>" and the father's growing agitation as he realises the coffee is a disaster "<i>I know, I know</i>"; • <i>battling</i> and <i>desperately trying</i> show how the father and the coffee machine are locked in a kind of war / battle; he has lost and is trying to cover up / dispose of the evidence.

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(s); • makes perceptive references to the Non-fiction text(s); • 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 style="list-style-type: none"> • The father’s <i>furious attention</i> encapsulates his mad crazes for things in the past, and for the coffee machine which his tactful wife accepts with resignation. <i>Furious attention</i> suggests an element of anger in the intensity of his crazes, and his anger is shown in the end in his <i>battling, desperately trying</i> with the coffee grounds, and in his final <i>lips pursed</i> and the silence as he puts the whole <i>contraption</i> in the shed.

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 think only about themselves and care nothing for anyone else”

You are going to make a speech in a debate on this topic.

Write out your speech in full, rather than in note form, in which you argue either for **or** against this point of view.

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 or not young people do or do not think only about themselves 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 by citing adolescents who achieve through the Duke of Edinburgh schemes; • Make at least one suggestion in an attempt to extend a statement into an argument and bring in wider issues, such as Bravery awards and young carers which show the highest qualities of care for others; • Show some awareness of audience by appealing directly to / engaging with the audience, and by beginning and concluding the speech appropriately and effectively.
<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 making a speech; • write a speech though register may vary between formality and colloquial or slang, the tone may be unvaried and over-dogmatic; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively; • limited vocabulary but including argumentative/persuasive markers e.g. ‘ on the other hand,’ ‘perhaps’. <p>Organisation of Ideas Level 2</p> <ul style="list-style-type: none"> • Use paragraphs; • use a variety of structural features, e.g. short paragraphs, dialogue if appropriate. 	

Skills-Related Descriptors	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 a 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 do or do not think about others, and to explore the concepts of eg ‘caring’ and ‘selflessness’; • 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 e.g. a young person who has saved a life; • Possibly offer some background information from the same sources; employ perhaps some emotive language and questioning of the audience for involvement and intentional effect e.g. <i>Have you ever read about young people who care day and night for a disabled parent? Can you call that thinking only about themselves?;</i> • Offer convincing supporting argument using some commanding language and ideas e.g. <i>When you see trashed benches, litter and needles in your local park, you may well agree, but then think about teenage heroes.....</i> • 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 social and family responsibilities; family poverty and debt; discipline; broken families; exams; part-time jobs; • Present a clearly expressed conclusion which sums up the argument presented and ends accurately and effectively with perhaps further, intentional appeal to the audience.

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 the speech e.g. by addressing the audience directly, effectively and appropriately;
- write a 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..' .

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 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 Gentlemen, 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 and contrasting arguments, for example the cult of teenage gangs and underage drinking as opposed to unpaid young carers who sacrifice their own childhoods to selfless devotion; • Conclude the speech in a well-rounded, clear, even witty and decisive way.

AO3(iii) Level 1**Accuracy****0-2 marks**

- Write with little control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is sometimes accurate;
- write some simple sentences accurately;
- show some accuracy in the spelling of words in common use;
- use standard English appropriately.

AO3(iii) Level 2**Accuracy****3-4 marks**

- Write with some control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate at the top of the mark range;
- write simple and, at the top of the mark range, some complex sentences accurately;
- show accuracy in the spelling of words in common use;
- use standard English appropriately.

AO3(iii) Level 3 (3a and 3b)**Accuracy****5-6 marks**

- Write accurately with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is accurate;
- employ some variety of sentence forms;
- show accuracy in spelling of words 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)			✓