



**General Certificate of Secondary Education  
June 2010**

**English**

**3701/1F**

**Specification B**

**Foundation Tier**

**Post-Standardisation**

**Mark Scheme**

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.

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

**June 2010**

**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 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 *A right old shindig at the Cotswold Olympicks* on page 10. 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 article interesting in *Olympics: The lesson for London* on page 9
- explain what is going on in the two pictures with *A right old shindig at the Cotswold Olympicks* on page 10.

(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><b>Level 1</b> <b>Marks 0-3</b></p> <p><b>Key words: 'limited'</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation, and understanding of the content of the Media texts;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to distinguish fact from opinion;</li> <li>• shows limited ability to follow argument;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writers use language, structure and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• It says when the games started;</li> <li>• the writer uses strong language to make you want to read on;</li> <li>• the pictures show them having fun at the Shindig.</li> </ul>
<p><b>Level 2</b> <b>Marks 4-6</b></p> <p><b>Key words: 'some', 'relevant'</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation, and understanding of the content of the Media texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to distinguish fact from opinion;</li> <li>• shows some ability to follow argument, and identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or makes some cross-references;</li> <li>• shows some understanding of how the writers use language, structure and presentation to achieve their intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• It's a fact that <i>The Games ended in 1852</i>;</li> <li>• it's an opinion that the people backing London's bid <i>must be on tenterhooks</i>;</li> <li>• the writer has a funny / humorous way of saying things;</li> <li>• a lot of words show how big the Beijing Games were, e.g. <i>extravagant proportions</i>; <i>vast</i>;</li> <li>• the pictures show some of the events described in the text;</li> <li>• they show the shin kicking and the wheelbarrow races or people preparing for the event;</li> <li>• they look like they're having fun and doing eccentric things.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 7-9</b></p> <p><b>Key Words: 'clear', 'appropriate'</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Media texts;</li> <li>• makes appropriate references to the Media texts;</li> <li>• shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information;</li> <li>• shows clear ability to follow appropriate argument, and identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross-references in support of the answer;</li> <li>• shows clear understanding of how the writers use language, structure and presentation to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Cotswold Olympicks could exist nowhere but England</i> is an opinion because it's what the writer thinks / believes / you could disagree with him;</li> <li>• <i>Dover declared the Games open on the Thursday of Whit Week in 1612</i> is a fact because it's an historical date which can't be disagreed with / can be proved as a fact;</li> <li>• the writer uses a kind of [mocking] humour e.g. <i>a species of Friday night hell</i> makes it sound almost funny;</li> <li>• how words used to describe scale of events in Beijing e.g. '<i>extravagant proportions</i>', '<i>vast</i>', '<i>bigger</i>';</li> <li>• how metaphors used e.g. '<i>shrouding</i>', '<i>numbingly saccharine</i>';</li> <li>• how alliteration used e.g. '<i>Beijing blemish</i>';</li> <li>• use of rule of three;</li> <li>• effect of informal language '<i>No, it'll never catch on</i>';</li> <li>• the words he uses to describe the music are very critical and strong e.g. <i>appalling</i>; <i>numbingly saccharine</i> ;</li> <li>• the top picture illustrates the wheelbarrow race which only men take part in or shows enthusiasm of locals (preparing for the Games);</li> <li>• the bottom picture shows the ancient game of shin-kicking and you can see that the competitors' legs are padded with straw;</li> <li>• both pictures illustrate the fun and the eccentricity of the traditional games and you can see it is watched by quite a crowd.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 4</b> <b>Marks 10</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>• Offers a full and detailed interpretation, insight and understanding of the content of the Media texts;</li> <li>• makes perceptive references to texts;</li> <li>• shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information;</li> <li>• shows a sustained ability to follow argument, identify implications and recognise inconsistencies;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• collates material and makes perceptive cross-references in support of the answer;</li> <li>• shows detailed understanding and sensitive appreciation of how the writers use language, structure and presentation to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed analysis of language e.g. the adjectives used to describe the magnificence and enormity of the Chinese display – <i>vast</i>, <i>extravagant</i> and so on – show just how amazingly exotic and larger-than-life the whole national display is.</li> </ul>

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## 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 *Barber's Picture Palace* on the page opposite.

Write about:

- what sort of man Mr Barber 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><b>Level 1</b> <b>Marks 0-3</b></p> <p><b>Key words: 'limited'</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation, and understanding of the content of the Non-fiction text;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writer uses language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Barber was short with a pink face;</li> <li>• he liked running his cinema;</li> <li>• what Mr Barber says makes it good to read.</li> </ul>
<p><b>Level 2</b> <b>Marks 4-6</b></p> <p><b>Key words: 'some', 'relevant'</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation, and understanding of the content of the Non-fiction text;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to distinguish fact from opinion;</li> <li>• shows some ability to identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or makes some cross-references;</li> <li>• shows some understanding of how the writer uses language and structure to achieve the intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Barber was strict about who he let in to his cinema;</li> <li>• Mr Barber had a loud voice and shouted;</li> <li>• he liked to look smart;</li> <li>• he had a bushy moustache and pink face;</li> <li>• he liked to make his cinema posh [and 'glorious'];</li> <li>• the [direct] speech makes it dramatic;</li> <li>• it's entertaining when he compares the Palace with a Flea Pit;</li> <li>• the words he uses when shouting.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 7-9</b></p> <p><b>Key Words: 'clear', 'appropriate'</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Non-fiction text;</li> <li>• makes appropriate references to the Non-fiction text;</li> <li>• shows a clear ability to distinguish fact from opinion;</li> <li>• shows clear ability to identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross-references in support of the answer;</li> <li>• shows clear understanding of how the writer uses language, structure to achieve the intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Barber was quite short with grey hair and a pink face and he liked to look smart with a bow tie and a bowler hat;</li> <li>• he was very strict / liked discipline and only let in the children he thought were clean and well-behaved;</li> <li>• he was proud of his cinema and had worked hard to set it up and decorate it;</li> <li>• he liked his cinema to look luxurious / stylish / posh;</li> <li>• he liked being in charge and making all the decisions;</li> <li>• his mood could change from nice and generous to cross and angry;</li> <li>• he was energetic and had twinkly eyes;</li> <li>• words describe the luxury / plushness / poshness of his cinema like <i>red velvet</i>; <i>posher seats</i>; <i>decorated</i>; <i>glorious</i>; <i>[sumptuously]</i>;</li> <li>• Mr Barber is shown entertainingly as a strict control freak / manager by all the orders he shouts out [imperative verbs] <i>No spitting!</i>; <i>Turn him away!</i> <i>Get out of it!</i>; <i>Send him upstairs!</i>;</li> <li>• all the direct speech makes it come alive and realistic [including the mother's words quoted at the end];</li> <li>• all the exclamation marks make it lively / dramatic and entertaining;</li> <li>• his loud voice is shown in <i>thundered</i> which makes Mr Barber entertaining;</li> <li>• his 'merry step' shows the jolly side to his character.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 4</b> <b>Marks 10</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>• Offers a full and detailed interpretation, insight and understanding of the content of the Non-fiction text;</li> <li>• makes perceptive references to the Non-fiction text;</li> <li>• shows in a detailed and perceptive way an ability to distinguish fact from opinion;</li> <li>• shows a sustained ability to identify implications and recognise inconsistencies;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• collates material and makes perceptive cross-references in support of the answer;</li> <li>• shows detailed understanding and sensitive appreciation of how the writer uses language and structure to achieve the intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Barber was unpredictable and that made him an interesting and fascinating character;</li> <li>• his interest in style and high standards is shown through his stylish smart dress e.g. <i>bow ties</i>, and the pride he takes in the cinema’s décor e.g. <i>red velvet; palm trees in brass pots</i>. Even the lavatories are <i>sumptuously</i> tiled.</li> </ul>

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## 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 Who is your hero?

A magazine editor is asking readers to nominate their hero.

Write a letter to the editor in which you nominate your hero, who may be male or female. You must give the editor persuasive reasons for your choice.

Remember

- your purpose is to persuade
- 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 mark 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><b>AO3(i)/(ii)</b> <b>Communication Level 1</b> <b>0-3 marks</b></p> <ul style="list-style-type: none"> <li>• Communicate few ideas with limited success;</li> <li>• 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;</li> <li>• show limited awareness of the purpose and intention of task e.g. by repeating the question;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• may attempt devices such as questions but they may not be appropriate or effective;</li> <li>• limited vocabulary evident and arbitrary or no use of argumentative markers.</li> </ul> <p><b>Organisation of Ideas Level 1</b></p> <ul style="list-style-type: none"> <li>• Show evidence of erratic paragraph structure, or none at all;</li> <li>• show limited variety of structural features, e.g. perhaps attempt a complex sentence.</li> </ul>	<p><b>Content-Related descriptors for Levels 1 and 2</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show that the central issue of nominating a hero is understood;</li> </ul>
<p><b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas with some success;</li> <li>• engage the reader by presenting a proposal 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;</li> <li>• show awareness of the purpose and intention of writing a letter e.g. by directly addressing the reader;</li> <li>• write a letter though register may vary between formality and colloquial or slang, the tone may be unvaried and over-dogmatic;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively;</li> <li>• limited vocabulary but including argumentative/persuasive markers e.g. 'on the other hand,' 'perhaps'.</li> </ul> <p><b>Organisation of Ideas Level 2</b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• show that the answer is focused on persuading the editor;</li> <li>• express a nomination with <b>straightforward</b> reason[s] expressed with some clarity using some appropriately chosen words and phrases;</li> <li>• show evidence that the whole topic is being addressed by using some information and persuasive reason[s] e.g. by explaining what the nominee has achieved;</li> <li>• perhaps over-rely on anecdotal evidence;</li> <li>• make at least one suggestion in an attempt to extend the topic e.g. by attempting to show how the nominee has benefitted someone / the community;</li> <li>• perhaps begin to show some understanding of the qualities which make a hero;</li> <li>• attempt the letter format and to conclude it in a clear and rounded way.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3a</b> <b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates with some success;</li> <li>• engage the reader by presenting a proposal; with some reasoning and persuasive ideas, e.g. address the topic and some of its complexity;</li> <li>• state the purpose and intention of writing a letter, but without much development of the argument e.g. by repeating the point;</li> <li>• write a letter, 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;</li> <li>• use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;</li> <li>• use some words effectively including argumentative/persuasive markers e.g. 'You will agree with me'; 'Just imagine..'</li> </ul> <p><b>Organisation of Ideas Level 3a</b></p> <ul style="list-style-type: none"> <li>• Use paragraphs in a whole text;</li> <li>• use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate;</li> <li>• present developed ideas which hold together.</li> </ul> <p><b>Communication Level 3b</b> <b>10-12 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates with success;</li> <li>• engage the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, complexities and implications;</li> <li>• clearly state and sustain the purpose and intention of writing a letter e.g. by addressing audience directly, effectively and appropriately;</li> <li>• write a formal letter, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• 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..' .</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• Employ paragraphs effectively in a whole text;</li> <li>• use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate, indented sections where appropriate, complex and simple sentences;</li> <li>• present well thought out and developed ideas in sentences.</li> </ul>	<p><b>Content-Related descriptors for Levels 3a and 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• use a largely accurate letter layout;</li> <li>• show clear understanding that the topic is concerned with nominating a hero worthy of the name;</li> <li>• state clearly the persuasive reasons why the hero has been nominated e.g. the bravery / perseverance of a named disabled athlete;</li> <li>• offer persuasive information / details to support nomination e.g. the good example set to young people by nominee / the daily chores of a child caring for a parent;</li> <li>• begin to show ability to argue in an articulate way with more general, persuasive ideas, rather than just anecdote, and specific examples e.g. attempt an exploration of what makes a hero;</li> <li>• present a cogent and clearly expressed conclusion which sums up the persuasive reasons for the nomination, and which ends unambiguously or even rhetorically.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b>  <b>Communication Allowed Level 4</b>  <b>13 marks</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in a convincing way;</li> <li>• engage the reader with detailed, developed argument, a variety of persuasive ideas, abstract argument attempted, vivid detail;</li> <li>• make clear and sustain purpose and intention of writing a letter;</li> <li>• write a formal letter, the tone of which is appropriately serious but also manipulative with some subtlety;</li> <li>• use devices such as the rhetorical question, humour and irony which may influence the reader;</li> <li>• show appropriate use of more interesting words including confrontational/persuasive markers.</li> </ul> <p><b>Organisation of Ideas Allowed Level 4</b></p> <ul style="list-style-type: none"> <li>• Write a whole text in continuous prose;</li> <li>• employ paragraphs which contribute to clarity of meaning and enhance meaning;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech, as appropriate.</li> </ul>	<p><b>Content-Related descriptors for Level 4</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show a complete grasp of the issue as presented;</li> <li>• give well selected details using emotive, persuasive, imperative and unequivocal words and phrases;</li> <li>• ability to move from the general to the specific or from the specific to the general;</li> <li>• conclude the letter in a well-rounded, clear, even witty and decisive way.</li> </ul>

**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)			✓