



**General Certificate of Secondary Education  
June 2010**

**English**

**3703/1F**

**Specification B (Mature)**

**Foundation Tier**

**Post Standardisation**

**Version 3**

**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.

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](http://www.aqa.org.uk)

Copyright 2010 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 MATURE 3703**  
**Paper 1 Media and Non-Fiction**  
**Foundation Tier 3703/1F**  
**Mark Scheme**  
**Summer 2010**

**General**

Examiners may use their own systems of marking, but they **must show through a summative comment at the end of each response and annotations 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 level descriptors. 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:

- 2.1 read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2.2 distinguish between fact and opinion and evaluate how information is presented;
- 2.3 follow an argument, identifying implications and recognising inconsistencies;
- 2.4 select material appropriate to their purpose, collate material from different sources, and make cross-references;
- 2.5 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

You will be assessed on the quality of your Reading.

#### 01 Media Texts

Refer to the text *Why retiring to the sun can come with a real dark side* on pages 6 and 7 of your pre-release booklet and the text *A family holiday in Cuba* on page 12 of your pre-release booklet.

Compare the two texts.

Write about:

- why moving abroad can be a problem, according to *Why retiring to the sun can come with a real dark side*
- the attractions of the holiday advertised in *A family holiday in Cuba*
- the presentational devices used in each text.

(10 marks)

#### Specific

Examiners are required to consider how far candidates:

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them (2.1);
- distinguish between fact and opinion and evaluate how information is presented (2.2);
- follow an argument, identifying implications and recognising inconsistencies (2.3);
- select material appropriate to their purpose, collate material from different sources, and make cross-references (2.4);
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes (2.5).

Award a mark out of **10** for **Reading**. Assess the 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 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>Mark Range 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>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>• makes references to texts e.g. mentions moving abroad and taking a holiday;</li> <li>• mentions problems and/or attractions and presentational details;</li> <li>• mentions details relevant to question e.g. pictures.</li> </ul>
<p><b>Level 2</b> <b>Mark Range 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>	<p><b>4-6</b></p> <ul style="list-style-type: none"> <li>• gives some explanation of the different problems for retired people living abroad and the attractions of the holiday in Cuba.</li> <li>• finds some significant problems, such as the lack of Carer's Allowance and some attractions such as the 'friendly hotel', 'Cuban culture', 'soft sandy beaches', 'seven outdoor pools'.</li> <li>• mentions the seriousness of the problems for old people and the exciting nature of the holiday on offer;</li> <li>• comparison <b>might</b> mention some facts and opinions used to inform and advise in <i>Why retiring...</i>, such as 'Given that there are 40,000 retirees living on Tenerife alone, that adds up to a lot of potential heartache'; and to inform and persuade in <i>A family holiday...</i>; 'The family will love it';</li> <li>• mentions the colour picture of the old couple representing the people being written about; and how the holiday is made attractive by using colourful photographs and lettering.</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;</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>	<p><b>7-10</b></p> <ul style="list-style-type: none"> <li>● gives a processed summary of the texts' content, with an overview of the different emphases in the texts;</li> <li>● <i>Why retiring</i> problems: <ul style="list-style-type: none"> <li>- serious illness (e.g. Alzheimer's) puts ex-pats in difficult situation (no Carer's Allowance/benefits), as exemplified by case of Jim Crook;</li> <li>- financial problems;</li> <li>- the climate;</li> </ul> </li> <li>● <i>A family holiday</i> attractions: <ul style="list-style-type: none"> <li>- sun, beach, hotel, culture;</li> <li>- 'sandy beaches and...palm trees in the tropical sun';</li> <li>- 'unspoilt resort', 'fun on the beach', eco-friendly hotel which 'has a whole area dedicated to children';</li> <li>- and so on;</li> </ul> </li> <li>● Possible inclusions: <ul style="list-style-type: none"> <li>● <i>Why retiring</i>...relies heavily on facts (e.g. 'he doesn't qualify for Carer's Allowance') supported by the opinions of Jackie Walsh and Age Concern ('I can see no option but to bring him home'); <i>A family holiday</i> relies on positive language and opinion ('you can...enjoy a full evening entertainment programme').</li> </ul> </li> <li>● presentational devices: <ul style="list-style-type: none"> <li>● <i>Why retiring</i>: picture gives attractive image but maybe the couple look isolated in this paradise; maybe picture to attract us to ideal impression which is then undermined by the article;</li> <li>● <i>A family holiday</i>: bright attractions of colours; impressions of accommodation, beach etc; stereotypical images, especially of the dance troupe; sun symbols to highlight the positives.</li> </ul> </li> <li>● comparisons likely to be linked closely to the texts' purposes, and impression they are trying to create even when dealing with the other bullets, and likely to be integrated with the close detail;</li> </ul>
<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>	

## 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 their 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 *Survival* on page 3 of this examination paper. It is an extract which tells the story of how Roald Dahl escaped from a plane when he had to make a forced landing in the desert.

How is the escape made interesting?

Write about:

- the landing and what happened afterwards
- Roald Dahl's thoughts and feelings
- the use of language.

(10 marks)

### Specific

Examiners are required to consider how far candidates:

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them (2.1);
- distinguish between fact and opinion and evaluate how information is presented (2.2);
- follow an argument, identifying implications and recognising inconsistencies (2.3);
- select material appropriate to their purpose, collate material from different sources, and make cross-references (2.4);
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes (2.5).

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 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 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>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>• may mention landing and/or what happened</li> <li>• may mention thought/feeling and/or language</li> <li>• may include some detail from the text</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>• shows some understanding of how the writer uses language and structure to achieve the intended effects, often through simple identification of features.</li> </ul>	<p><b>4-6</b></p> <ul style="list-style-type: none"> <li>• likely to make statements about the landing and how Roald Dahl felt that provide an overview;</li> <li>• attempts some explanation of what happened during the landing, e.g. it was getting dark, plane hit a boulder, pilot crawled out etc.;</li> <li>• some ideas about pilot's thoughts and feelings, e.g. attempting to find a decent landing area, after crash, no feeling of pain, but did try to escape then wanted to just give up and go to sleep;</li> <li>• selects some language worthy of comment – e.g. 'a mighty whoosh' for sound effect; simple descriptive language e.g. 'soggy brain', 'roasted alive'.</li> <li>• comment likely to be generalised e.g. 'This is so we can imagine just what was happening'.</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;</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>● shows clear understanding of how the writer uses language and structure to achieve the intended effect.</li> </ul>	<p><b>7-10</b></p> <ul style="list-style-type: none"> <li>● possibly gives a processed summary of the situation, understanding the life threatening danger for the pilot, and including precise detail of the landing and its aftermath; saying why he reacted as he did (possibly commenting on his bravery and skill); and dealing with how the language contributes to the effect;</li> <li>● interprets the pilot’s feelings, e.g. how he remained logical whilst clearly understanding the seriousness of his situation, then the changes in his feelings and emotions in the final paragraph: what made him fight his way out of the wreck;</li> <li>● deals effectively with how language is used to give an impression of what is happening, e.g. the precise detail in the first paragraph, linked to his simple perceptions (‘There simply wasn’t one’) and desperation (‘I <i>had</i> to get down’); the unpleasant but simply presented details of his injuries; the vivid moments (‘whoosh’, ‘pinging’); the first person voice speaking to us (‘it is odd that I can remember...’); some of the emotive description (‘desperate’, ‘terrific’, ‘awful’, ‘roasted alive’).</li> </ul>
<p><b>Allowed 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;</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>● shows detailed understanding and sensitive appreciation of how the writer uses language and structure to achieve the intended effect.</li> </ul>	

---

## 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

You will be assessed on the quality of your Writing.

- 03** Write an essay to **persuade** the reader that people can change their lives for the better.

You might wish to include:

- examples of people who have changed their lives for the better
- advice for people who wish to improve their lives
- details of how much better life can be.

*(20 marks)*

### Specific

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** levels 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 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, some of which candidates are likely to refer to 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> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicates few ideas with limited success;</li> <li>• engages 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>• shows 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>• Shows evidence of erratic paragraph structure, or none at all;</li> <li>• shows limited variety of structural features, e.g. perhaps attempts a complex sentence.</li> </ul>	<p><b>Content-Related Descriptors For Level 1</b></p> <ul style="list-style-type: none"> <li>• shows that the focus of the essay is ‘improving life’;</li> <li>• writes about possible improvement in a simple way;</li> <li>• includes some detail about improvement;</li> <li>• attempts to offer ideas and persuade;</li> <li>• expresses a straightforward point of view with some clarity using some appropriately chosen words and phrases.</li> </ul>
<p><b>AO3(i)/(ii)</b>  <b>Communication Level 2</b>  <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Communicates ideas with some success;</li> <li>• engages the reader by presenting an essay with some reasoned and persuasive ideas – though it might rely heavily on the anecdotal to the detriment of the overall persuasive effect;</li> <li>• shows awareness of the purpose and intention of writing the essay;</li> <li>• writes an essay though register may vary between formality and colloquial or slang; the tone may be unvaried and over-dogmatic;</li> <li>• uses devices such as the rhetorical question, lists, and 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>• uses a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors For Level 2</b></p> <ul style="list-style-type: none"> <li>• shows a grasp of how to write the essay;</li> <li>• offers a range of persuasive ideas about changing life for the better;</li> <li>• may offer some details about people who have changed their lives; e.g. family, friends or famous people.</li> <li>• attempts persuasive examples and anecdotes, though not necessarily in the most logical sequence;</li> <li>• includes information to support the persuasion, which might consist of generalised statements;</li> <li>• concludes by attempting to sum up or round off the essay convincingly.</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>• Writes in a way which shows clarity of thought and communicates with some success;</li> <li>• engages the reader by presenting some reasoning and persuasive ideas, e.g. addresses the topic and some of its complexity;</li> <li>• states the purpose and intention of writing the essay, but without much development;</li> <li>• writes an essay, 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>• uses some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;</li> <li>• uses some words effectively including argumentative/persuasive markers e.g. 'You might agree with me'; 'Just imagine..'</li> </ul> <p><b>Organisation of Ideas Level 3a</b></p> <ul style="list-style-type: none"> <li>• Uses paragraphs in a whole text;</li> <li>• uses a variety of structural features e.g. different paragraph lengths, direct speech if appropriate;</li> <li>• presents developed ideas which hold together.</li> </ul>	<p><b>Content-Related Descriptors for Levels 3a and 3b</b></p> <p><b>Marks 7-12</b></p> <ul style="list-style-type: none"> <li>• writes an appropriate essay;</li> <li>• shows understanding that there is a need to convince the reader to accept the argument;</li> <li>• offers a variety of clear illustrations and persuasive ideas;</li> <li>• offers examples, information and details to support the persuasion, e.g. anecdotal evidence about people who have improved their lives; possibly offers some background information from personal experience, the media, books or friends;</li> <li>• offers convincing supporting ideas using some commanding language and ideas;</li> <li>• better responses will begin to persuade in an articulate way with more overarching persuasive ideas than just anecdote and specific examples;</li> <li>• presents a clearly expressed conclusion which sums up the essay, so that it ends positively.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3b</b> <b>10-12 marks</b></p> <ul style="list-style-type: none"> <li>• Writes in a way which shows clarity of thought and communicates with success;</li> <li>• engages the reader with more persuasive ideas, e.g. makes reference to consequences, complexities and implications;</li> <li>• clearly states and sustains the purpose and intention of writing the essay e.g. by addressing audience directly, effectively and appropriately;</li> <li>• writes an essay, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;</li> <li>• uses devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• uses words effectively including argumentative/persuasive markers.</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• Employs paragraphs effectively in a whole text;</li> <li>• uses a variety of structural features e.g. different paragraph lengths, direct speech if appropriate, complex and simple sentences;</li> <li>• presents well thought out and developed ideas in sentences.</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>• Writes in a way which shows clarity of thought and communicates in a convincing way;</li> <li>• engages the reader with detailed, developed and varied persuasive ideas and vivid detail;</li> <li>• makes clear and sustains purpose and intention of writing the essay;</li> <li>• writes an essay, the tone of which is appropriately serious but also manipulative with some subtlety;</li> <li>• uses devices such as the rhetorical question, humour and irony which may influence the reader;</li> <li>• shows 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>• Writes a whole text in continuous prose;</li> <li>• employs paragraphs which contribute to clarity of meaning and enhance meaning;</li> <li>• uses 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>Marks 13</b></p> <ul style="list-style-type: none"> <li>• shows a complete grasp of the issue and presents ideas effectively for the audience;</li> <li>• gives well selected details, possibly using emotive, persuasive, imperative and unequivocal words and phrases;</li> <li>• offers more generalised persuasion stemming from a full understanding of how to approach the task, such as “It is never too late to take the first steps towards a better future ...”;</li> <li>• concludes the essay in a well-rounded, clear, even witty and decisive way.</li> </ul>

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

- Writes with little control of agreement, punctuation and sentence construction;
- organises writing using sentence demarcation which is sometimes accurate;
- writes some simple sentences accurately;
- shows some accuracy in the spelling of words in common use;
- uses standard English appropriately.

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

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

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

- Writes accurately with control of agreement, punctuation and sentence construction;
- organises writing using sentence demarcation which is accurate;
- employs some variety of sentence forms;
- shows accuracy in spelling of words in common use and in an increasingly ambitious vocabulary;
- uses standard English effectively.

**AO3(iii)****7 marks****Allowed Level 4 Accuracy**

- Employs a variety of accurate sentence forms and punctuation for specific effect;
- shows accuracy in spelling words from an ambitious vocabulary.

**SPECIFICATION B MATURE (3703)****PAPER 1 FOUNDATION TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

Assessment Objectives	Questions		
	1	2	3
2(i)	✓	✓	
2(ii)	✓	✓	
2(iii)	✓	✓	
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓