



**General Certificate of Secondary Education
June 2010**

English

3703/1H

Specification B (Mature)

Higher 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.

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 MATURE 3703
Paper 1 Media and Non-Fiction
Higher Tier 3703/1H
Mark Scheme
Summer 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. 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(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to purpose, collate material from different sources, and make cross-references;
- 2(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

Section A: Reading Media and Non-fiction Texts

You will be assessed on the quality of your Reading.

01 Media Texts

In your pre-release booklet look again at *Revealed: the Great Escape of 1918* on page 11 and at *Little Miss Bliss's letterbox drama* on page 9.

Compare the two texts.

You should write about the following:

- the content of each text
- the uses of fact and opinion in each text
- presentational devices in each text.

(13 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 **13** 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>Level 1 0-3 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, insight and understanding of the content of the 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 writer(s) use language, structure and presentation. 	<p><i>Revealed: the Great Escape of 1918</i></p> <ul style="list-style-type: none"> • it is a newspaper story about a historical issue; • the story is concerned with escape; • there are facts about the escape and about an exhibition; • the image is in black and white. <p><i>Little Miss Bliss's letterbox drama</i></p> <ul style="list-style-type: none"> • this is a report in a newspaper/magazine; • it has two pictures in colour; • it deals with a local event; • the report contains facts and opinions.
<p>Level 2 4-6 marks</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, insight and understanding of the content of the 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 writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features. 	<p><i>Revealed: the Great Escape of 1918</i></p> <ul style="list-style-type: none"> • there is quite a lot of factual content; • the story might be read by people interested in history or war; • there is some opinion about the nature of the escape; • the impact of the text is mainly through language; • the black and white image gets across the historical nature of the content; • the language contains a lot of military words and words related to digging. <p><i>Little Miss Bliss's letterbox drama</i></p> <ul style="list-style-type: none"> • the article is typical of a local newspaper; • it is a 'human interest' feature; • the article relies on reported speech; • the pictures are charming and get across the generally positive tone of the story; • the layout is very straightforward with more space for pictures and headlines rather than words; • there is some use of rhyme in the headline.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 7-9 marks</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 text(s); • makes appropriate references to the text(s); • shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information; • shows clear ability to follow appropriate argument, and identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross-references in support of the answer; • shows clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effect. 	<p><i>Revealed: the Great Escape of 1918</i></p> <ul style="list-style-type: none"> • the content relies on specific information such as names and dates of events; • the article might appeal to male readers because of its subject matter but not exclusively so; • the article might also appeal to older readers; • the picture enables the reader to recognise the historical context; • the headline plays with the name of the film ‘The Great Escape’; • the language carries a lot of information, reflected in the number of proper nouns; • the use of opinion overshadowed by factual content. <p><i>Little Miss Bliss’s letterbox drama</i></p> <ul style="list-style-type: none"> • the article deals with a domestic incident that relies for its appeal on Bliss Thorpe’s predicament; • the events of the story are limited; • some details are not revealed in the story, such as how Bliss got her arm into the letterbox and actually how the arm came out; • there is some use of emotive language: ‘her little arm’; • the pictures use humour in their captions; • the pictures are cheerful; • the headline may exaggerate events to draw in readers.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 10-13 marks</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 texts; • makes perceptive references to text(s); • 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 writer(s) use language, structure and presentation to achieve their intended effect. <p>For the mark of 13, candidates should display consummate ability in the skills cited above, together with sustained sensitivity to language.</p>	<p><i>Revealed: the Great Escape of 1918</i></p> <ul style="list-style-type: none"> • historical provenance is established through the detailed use of names, dates, etc.; • the readership, which may be male or older readers, would expect this kind of story from this particular publication; • the black and white picture is purely informational and contains little to add to the content although the caption is used to interest readers; • the headline suggests a re-writing of history is taking place with the word ‘Revealed’; • the language is very detailed and summarises events very well; • implicit values, such as admiration, may be present; • there is significant development of the link in the headline to the film the ‘Great Escape’ in the first two paragraphs; • opinion is overshadowed by information which gives the article some weight. <p><i>Little Miss Bliss’s letterbox drama</i></p> <ul style="list-style-type: none"> • the article deals with a domestic incident that relies for its appeal on Bliss Thorpe’s predicament and is clearly targeted at the readers of local newspapers; • the readership may be predominantly female; • the events of the story are limited and it seems that the story struggles to match the impact of the pictures; • most of the details are conveyed through direct speech which is very straightforward; • the use of emotive language such as ‘her little arm’ reflects the speaker’s values; • the pictures use humour in their captions and some readers might find them a little patronising; • the pictures are cheerful and rely on the pulling power of children in certain publications; • the headline may exaggerate events to draw in readers and has a rather ‘fairytale’ quality.

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 comments on ways language varies and changes.

02 Non-fiction Text

Read the extract on the opposite page, in which Ernest Hemingway describes the plight of Anatolian refugees in 1921.

What does Hemingway tell us about the refugees? Using specific examples from the text, show how Hemingway's language creates interest for the reader.

(14 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument, identifying implications**; (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 of **14** 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, some of which candidates might refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 0-3 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, insight and understanding of the content of the 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 writer(s) use language and structure. 	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract deals with a serious issue; • the refugees are escaping from something; • they are in terrible circumstances; • Hemingway describes details; • the passage is interesting and uses language in a good way.
<p>Level 2 4-6 marks</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, insight and understanding of the content of the 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 writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features. 	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract gives us information about a specific historical event; • it tells a story on a vast scale; • it shows how individual people were affected by events; • Hemingway is staggered by the scale of the problem; • he uses language in a direct way; • the language is not difficult to understand; • but it has a powerful effect.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 7-9 marks</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 text(s); • makes appropriate references to the text(s); • shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information; • shows clear ability to follow appropriate argument, and identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross-references in support of the answer; • shows clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effect. 	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract gives us specific information - the march of refugees at a specific time and place; • it is meant to point out the scale of the problem by citing specific details; for example, the length of the procession; • it tells a dramatic and sad story; • it shows how innocent people are the victims of political circumstance; • Hemingway is in awe of what he sees; • he uses emotive language effectively in specific words and phrases e.g. 'walking blindly along', 'ghastly procession'; • the impact is conveyed mainly through statement; • adjectives are used sparingly but very effectively e.g. 'mud-splashed'.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 10-14 marks</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 texts; • makes perceptive references to text(s); • 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 writer(s) use language, structure and presentation to achieve their intended effect. <p>For the marks of 13 - 14, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</p>	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract uses information about the plight of the refugees to challenge the reader; • the extract emphasizes the enormity (sic) and scale of the problem; • it tells a dramatic story, which is also underpinned by the very clear structure; • it presents the plight of the refugees through a catalogue of well-selected details; • Hemingway clearly finds his subject appalling although this is always implicit and there might even be a suggestion of desperation in the final sentence; • he uses emotive language effectively in specific words and phrases e.g. ‘staggering men, women and children’, ‘ripe brown fields’ conveying a sense of awareness of a great injustice; • sentence variety adds to the impact: simple sentences at the start of the third paragraph give way to complexity later; • Hemingway uses pronouns such as ‘they’ to immense effect and repetition is a key feature; • the use of the image of the ‘cow-punchers’ is superbly appropriate where people are treated as animals in a political struggle.

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 Many people travel to escape the dullness of daily life.

Write an article about a place you know well, persuading readers to go there and advising them how to spend their time.

(27 marks)

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 18. The other is for AO3 (iii) out of 9. The total available mark for Section B questions is therefore 27.

For AO3 (i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** descriptors 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 added together.**

Remember that to be placed in a level a candidate's work **will satisfy some (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. For AO3(i)/(ii), the **Content-Related** descriptors present features and examples, to which candidates might refer in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 1a 0-3 marks</p> <p>Communication</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. make brief reference to the topic which reiterates the question; • show limited awareness of the purpose and intention of writing the article e.g. by simple definition of the topic; • may attempt an article, though register may vary between formal and colloquial or slang, sustaining neither; • use of devices such as the rhetorical question, or lists which may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of persuasive markers. <p>Organisation of Ideas Level 1a</p> <ul style="list-style-type: none"> • Show evidence of erratic paragraph structure; show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated quotation if appropriate. 	<p>Content-Related Descriptors for Levels 1a and 1b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the topic of travel has been understood; • show that the focus of the article is on persuading and advising; • express a straightforward point of view with some clarity, using some words and phrases suitable for persuasion/advice; • use some information and examples to illustrate the point of view put forward; • make at least one valid point to support the position adopted with some conviction; • conclude the article in a clear and rounded way.
<p>Communication Level 1b 4-6 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate ideas with some success; • engage the reader by presenting persuasive ideas with some clear reasoning – though links in between different points may be tenuous, e.g. make reference to the issue and its consequences; • show awareness of the purpose and intention of writing the article e.g. by stating the writer's views; • write an article though register may vary between formal and colloquial or slang, or the tone may be unvaried, e.g. relentlessly dogmatic; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately; • use limited vocabulary but including argumentative/persuasive markers e.g. 'in the first place', 'finally'. <p>Organisation of Ideas Level 1b</p> <ul style="list-style-type: none"> • Use of paragraphs which may enhance meaning; • use a variety of structural features, e.g. short paragraphs, quotation or dialogue if appropriate. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3 (i)/(ii) Communication Level 2a Marks 7-9</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 the case with some reasoning and clear, persuasive ideas, e.g. a number of good reasons why it makes sense to save money; ● state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view; ● write an article, the tone of which is appropriately serious but may lack subtlety, and modulation of tone; ● use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much; ● use some words effectively including argumentative/persuasive markers e.g. ‘based on my experience’; ‘many people say that...’ <p>Organisation of Ideas Level 2a</p> <ul style="list-style-type: none"> ● Use paragraphs in a whole text; ● use a variety of structural features e.g. different paragraph lengths, dialogue; ● present developed ideas which hold together. 	<p>Content-Related Descriptors for Levels 2a and 2b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> ● show understanding that the article is concerned with persuading and advising readers about a specific place; ● establish clearly the point of view which is to be put across to readers; ● offer examples, information, details to support the topic, e.g. through anecdotal evidence: examples which support the idea that the chosen place is worth visiting; ● present points in a coherent way to establish a logical sequence for persuasion/advice; ● begin to show ability to persuade and advise in an articulate way using more general ideas rather than just anecdote and specific example; ● present a cogent and clearly expressed sense of closure.
<p>Level 2b Marks 10-12</p> <p>Communication</p> <ul style="list-style-type: none"> ● Write in a way which shows clarity of thought and communicates with success; ● engage the reader with more detailed argument and persuasive ideas e.g. make reference to consequences and implications; ● clearly state and sustain the purpose and intention of writing the letter e.g. by articulating evidence which conclusively persuades the reader; ● write an article, the tone of which is appropriately serious and which may show subtlety and employ e.g. emphasis, assertion, reason; ● use devices such as the rhetorical question, lists or hyperbole as appropriate; ● use words effectively including argumentative/persuasive markers e.g. ‘taking into account all the evidence...’; ‘An even more convincing reason is...’ <p>Organisation of Ideas Level 2b</p> <ul style="list-style-type: none"> ● Employ paragraphs effectively in a whole text; ● use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate; ● present well thought out and developed ideas in sentences. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 3a 13-15 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, some attempt at abstract concepts, relevant detail, e.g. employ facts and figures, if appropriate; make clear and sustain purpose and intention of writing the article e.g. by identifying material which convinces the audience that it is sensible to save money; write an article, the tone of which is appropriately serious but also manages to show a degree of manipulative 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. 'It goes without saying, given the evidence....'. <p>Organisation of Ideas Level 3a</p> <ul style="list-style-type: none"> write a whole text in continuous prose; employ paragraphs which contribute to clarity of, and enhance, meaning; use a variety of structural features, e.g. different paragraph lengths, indented sections, quotation, as appropriate. 	<p>Content-Related Descriptors for Levels 3a and 3b Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> show a complete grasp of the issue as presented within the article in a focused and relevant way; make sound points by ensuring that effective supporting material is presented without recourse to inappropriate anecdote or received opinion; give well selected details which contribute to eloquent and sophisticated reasons for making the case that the chosen place is worth visiting; employ an effective vocabulary and syntax which allows a clear presentation and which establishes an eloquent command of the task; indicate some knowledge, or cite other sources, as a means of developing the persuasive/advisory function of the article; offer more generalised points which might explore the broader aspects of the topic such as the idea that travel can benefit the individual in ways more profound than those derived from a simple holiday; provide a satisfactory and clear sense of closure that is appropriate to the task.
<p>Level 3b 16-18 marks Communication</p> <ul style="list-style-type: none"> Write in a way which shows clarity of thought and communicates in a convincing and compelling way; engage the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, precise and relevant detail, e.g. employ facts and figures, make a moral appeal, introduce an ironic tone at times; make and sustain clearly the purpose, intention and objective of writing the article; write an article, the tone of which is appropriately serious but also manipulative and subtle, employing e.g. assertion, reason, sophistication; use linguistic devices such as the rhetorical question, hyperbole, irony in an effective and appropriate way; show control of an extensive, appropriate vocabulary. <p>Organisation of Ideas Level 3b</p> <ul style="list-style-type: none"> Write a whole text in continuous prose; employ paragraphs effectively to enhance meaning including, e.g. one-sentence paragraphs; use a variety of structural features, e.g. different paragraph lengths, indented sections, quotation, bullet points, as appropriate; present complex ideas in a thoroughly coherent way. <p>NB. For the mark of 18, candidates show consummate ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.</p>	

AO3(iii)
Accuracy Level 1
0-3 marks

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

AO3(iii)
Accuracy Level 2
4-6 marks

- Write with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate;
- employ a variety of sentence forms;
- show accuracy in the spelling of words in common use in an increasingly ambitious vocabulary;
- use standard English appropriately.

AO3(iii)
Accuracy Level 3
7-9 marks

- Use complex grammatical structures and punctuation with success;
- organise writing using sentence demarcation;
- employ a variety of sentence forms to good effect including short sentences;
- show accuracy in the spelling of words from an ambitious vocabulary;
- use standard English appropriately.

SPECIFICATION B MATURE (3703)**PAPER 1 HIGHER 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)			✓