

GCSE 2004

June Series



Mark Scheme

English Specification B *(3701/1H)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

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 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 grade descriptions. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

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

Section A: Reading Media and Non-fiction Text

1 Media Texts

Remind yourself of the media extracts on pages 6 and 7 of the pre-release booklet. Write about the news media techniques used by *The Times* in its reporting of the bush fires in Australia on pages 6 and 7.

You should respond to all of the following prompts.

- What is the topic which Anjana Ahuja is writing about in *Fight Fire with Fire* on page 7?
- Explain which aspects of Anjana Ahuja's article are facts and which are opinion.
- Roger Maynard uses lots of vivid and emotional language in his story *Bush firefighters fall prey to exhaustion* on page 6. Quote some of these and explain what effect you think they would have on his readers.
- Comment on the use of the headlines on pages 6 and 7.
- Explain the purpose of each of the two pictures. Comment on how helpful and effective you think they are.

(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** mark ranges on the left-hand side of the page and the **Content-Related** ranges 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 mark range a candidate's work will **satisfy most (but not necessarily all) of the criteria for that range**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate mark range. 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 writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 0-4 marks</p> <ul style="list-style-type: none"> • show some basic interpretation, insight and understanding of the content of the media texts; • make some reference to the information and detail presented in the texts; • make some appropriate quotation from the texts; • show some basic understanding of some of the writer’s intentions in the texts; • show some limited awareness of how the writers use language, layout and presentation to achieve their intended effect. 	<ul style="list-style-type: none"> • fire has been used in the past, by the aborigines, to ‘clear land, hunt and navigate’. If fire had been used deliberately to clear up dead leaves – the fuel for the bush fires, then ‘today’s inferno’ might not have been so bad; • the arrival of white settlers in 1788 is a fact, what the aborigines did with fire is presented as a fact. Fires in the wild may be caused by lightning is an opinion; • the phrase, ‘an ever expanding wall of flame’ and the phrase ‘...taken to hospital with second and third degree burns to his feet’, reinforce, for readers, the power and density of the fire and the bravery of the fire-fighters; • the first headline tells readers some news that the fire-fighters are tired and exhausted, the second headline doesn’t tell readers anything directly it is a ‘saying’ which is explained in the article; • one picture is technical – showing a helicopter, the other is dramatic, showing the use of controlled burning; • NB: Candidates need to explain the context and analyse the effect of a writer’s use of language selected from the text/s in order to gain marks; not merely quote.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 2 5-8 marks</p> <ul style="list-style-type: none"> • offer a full interpretation, insight and understanding of the content of the media texts; • make appropriate reference to the information and detail presented in the texts; • quote appropriately from the texts; • show understanding of some of the writers' intentions in the texts; • evaluate how the writers use language, layout and presentation to achieve their intended effect. 	<ul style="list-style-type: none"> • the article is about the deliberate use of fire, in different ways, to 'protect' the bush land of Australia; one way was the aborigines' use of fire to clear land, then the natural way the eucalyptus tree uses fire to regenerate itself and then the idea that 'prescribed burning' would help reduce 'the build up of fuel' which might have prevented 'today's inferno'; • some facts in the article include, e.g. that fire was used by the aborigines and the scientific explanation of the regeneration of the seeds by Dr Lock; the opinion is, e.g. that the 'dramatic scenes...could lead to a renewed interest in prescribed burning'; • 'gruelling weather', 'ever-expanding wall..', 'battle to control the...half a million hectares' are phrases which elucidate for readers the view that 'fatigue' is a problem for the fire-fighters; 'fire-fighters were isolated by the Burratorang Beast' which had 'trapped' their fire truck are personifications which reinforce for readers the dangers the men were in; • the first headline is a summary of the first part of the article and functions as such. It is informative and provides news of an aspect of the drama being reported. The second headline does not provide information. It indicates the topic of the article in a subtle way, using a well known phrase which has a number of meanings. It turns out to be appropriate and is explained by the summary underneath it; • the helitanker is technical and is engagingly effective when readers understand the detail, e.g. being able to suck up 2,500 gallons of water in 45 seconds. The second picture is dramatic and helps to indicate the skill of the firefighter and the use of controlled burning; • NB: Candidates need to explain the context and analyse the effect of a writer's use of language selected from the text/s in order to gain marks; not merely quote.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 235 336 300">Level 3 9-13 marks</p> <ul data-bbox="188 338 790 748" style="list-style-type: none"> • Offer a full and detailed interpretation, insight and understanding of the content of the media texts; • Make appropriate and comprehensive reference to the information and detail presented in the texts; • Quote fully and appropriately from the texts; • Show a full understanding of the writers' intentions in the texts; • Evaluate and analyse how the writers use language, layout and presentation to achieve their intended effect. 	<ul data-bbox="810 338 1428 2027" style="list-style-type: none"> • the article points out that there is an irony in the devastating nature of the fires which lies in the fact that appropriate, prescriptive use of fire might have reduced the severity of 'today's inferno'. This is demonstrated by referring to the historical use of fire by the aborigines to their advantage, and the 'natural' use of fire by the eucalyptus tree which has 'evolved to survive fires'. This leads to the discussion of the 'renewed interest' in prescribed burning' and the history of attitudes towards this since the 60s; • the first part of the article is based in facts, historical, cultural and scientific. This is supported by Dr Michael Lock. The latter part of the article speculates about opinions related to the status of 'prescribed burning', refers to a 'sea change of opinion' and speaks of 'controlled fires' being 'seen as an essential way...'; • 'fatigue among an army of 15000 emergency workers' combines the pun on 'fatigue' and 'army' and has the effect of drawing attention to the scale of the operation and the central problem of tiredness. There are a number of examples of likening the fire to an animal on the move, '...out of control and moving towards the town of Bendalong' and 'the Burragorang Beast'. The headline also introduces an animal image. Readers will understand, sympathise with and feel the danger and sacrifice made by the firefighters; • the first headline, which is informative and provides a summary of the first part of the story reinforces the 'animal' image of the fire-fighters as 'prey' to exhaustion; the word 'fall' indicates warriors succumbing in battle. The second headline is an aphorism with a number of meanings but in this case is, ironically, intended literally; • the helitanker picture may be intended to indicate the technical and financial investment being made to fight the fires and provide some comfort for readers. The second picture shows the skilful ability to fight fire with fire and the reassuring presence of the firefighters; • NB: Candidates need to explain the context and analyse the effect of a writer's use of language selected from the text/s in order to gain marks; not merely quote.

READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

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

2 Non-fiction Text

Read *The Great Fire of London*, on the page opposite.

Now write an essay in which you:

- explain what you learn about the Great Fire of London
- describe some of the experiences of the people involved
- analyse the effectiveness of some of the words and phrases in the extract.

(14 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 **14** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** mark ranges on the left-hand side of the page and the **Content-Related** ranges 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 mark range a candidate's work will **satisfy most (but not necessarily all) of the criteria for that range**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate mark range. 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 writing under timed examination conditions.

<p>Skills-Related Descriptors Level 1 0-5 marks</p> <ul style="list-style-type: none"> • show some basic interpretation, insight and understanding of the content of the non-fiction text; • make some reference to the information and details presented in the text, probably copied or paraphrased; • make some appropriate quotation from the texts to support responses. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the fire started in September after a hot August. It quickly spread, helped by a strong wind. It soon spread and ‘took hold of St Paul’s’. Women and children were trying to escape the flames. Several fires met together to make one huge fire. It was so hot the bars of prisons melted; • Samuel Pepys ‘took to the river’ where he watched the pigeons burn their wings and fall to the ground. John Evelyn noticed the shrieks of women and children and the citizens who ‘simply fled’. He walked the streets which were just a ruin; • the writer uses descriptive phrases to explain what the fire was like, e.g. ‘the fire was out of control’, ‘a horrid, malicious, bloody flame’.
<p>Skills-Related Descriptors Level 2 6-9 marks</p> <ul style="list-style-type: none"> • offer a full interpretation, insight and understanding of the content of the non-fiction text; • make appropriate reference to the information and detail presented in the text; • evaluate some aspects of the writing; • offer some quotation in support of responses. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • there had been a ‘hot August’ and an ‘extraordinary drought which with a ‘strong south-east wind’ meant that the fire soon took hold of a number of streets and of St Paul’s which ‘was surrounded by wooden scaffolding’. The citizens were frightened and ‘simply fled’ the flames. Some people were stealing things from the ‘burning dwellings’. By Monday the fire had ‘burned down the Old Bailey’. By Thursday, after the fires combined into one huge one, the place was a ruin by ‘a mile and a half in length and a half mile in breadth’; • Samuel Pepys was almost burned by a shower of fire drops’ and took refuge ‘in an alehouse’ and watched the fire grow. John Evelyn walked the streets and ‘noted the noise and cracking and thunder of the impetuous flames’. He walked the streets on the Thursday, which were now a ruin, not sure where he was; • the writer expresses the heat of the fire well at the end, the ‘iron gates and bars of the prisons had all melted’, this shows the extreme heat of the fire, which also boiled the water in the fountains; • NB: Candidates need to explain the context and analyse the effect of a writer’s use of language selected from the text/s in order to gain marks; not merely quote.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="177 271 794 331">Level 3 10-14 marks</p> <ul data-bbox="177 371 794 645" style="list-style-type: none"> • offer a full and detailed interpretation, insight and understanding of the content of the non-fiction text; • make appropriate and comprehensive reference to the information and detail presented in the text; • evaluate aspects of the writing; • quote fully and appropriately from the text. 	<ul data-bbox="801 371 1412 1850" style="list-style-type: none"> • the ‘thatch and timber’ of the houses were already ‘half burned’ because of the heat and drought of August 1666. The fire quickly consumed buildings from Pudding Lane to Dowgate. People were trying to escape to the river Thames and get aboard boats, skiffs and lighters. St Paul’s burned, helped by the wooden scaffolding around it. People did not try to put the fire out, they just tried to escape the heat. Some of the ‘lower sort’ stole goods from burning houses. The fire spread to Ludgate where it burned down the Old Bailey before combining with other parts of the fire, ‘in a roaring noise....that was very amazing’. By Thursday nothing was recognisable except as a ruin for miles in each direction; • Samuel Pepys narrowly escaped being burned, he escaped across the river where he observed the fire – and ‘most households’ take with them ‘a pair of virginals; he was fascinated by the suffering of the disorientated ‘poor pigeons’. John Evelyn was amazed by the heat, the noise of the devastation ‘cracking and thunder’ and the ‘shrieking’ of the women and children. He found himself ‘clambering over heaps of yet smoking rubbish’ and disorientated because everything looked the same in the ruins. The ground beneath Evelyn’s feet was so hot he could hardly walk; • ‘the stones of the buildings were calcinated and rendered a brilliant white’ is a colourful image which contrasts with the ‘bloody flame’ and ‘fiery flame’, ‘dazzling light’ and also with the ‘dark clouds of smoke’. These images foreground the impressions of different colours expressed by the writer. The scale of the devastation, power of the fire and proximity of the heat is also effectively described with copious reference to the actual streets affected; • NB: Candidates need to explain the context and analyse the effect of a writer’s use of language selected from the text/s in order to gain marks; not merely quote.

WRITING - Assessment Objectives

Candidates are required to demonstrate the ability to:

- AO3(i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- AO3(ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- AO3(iii) Use a range of sentence structures effectively with accurate punctuation and spelling.

Section B: Writing to Argue, Persuade, Advise

- 3** Fire is often destructive and the cause of devastation, but it can provide an opportunity to rebuild and start again.

Write an article for a newspaper which tries to persuade readers that this is so. (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 marks for Section B questions is therefore 27.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** mark ranges 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 mark ranges which follow. Place the two marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. Add the two together and place the total in a circle underneath. Transfer the circled mark to the grid on the front of the answer booklet.

Remember that to be placed in a mark range a candidate's work **will satisfy some (but not necessarily all) of the criteria for that range**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate mark range. 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.

<p>AO3(i)/(ii) Communication Level 1a 0-3 marks</p> <ul style="list-style-type: none"> • Communicate few ideas with limited success; • engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question; • show limited awareness of the purpose and intention of writing the article e.g. by stating simple ideas; • register may vary between formal and colloquial or slang, sustaining neither; • use of devices such as the rhetorical question, lists may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of argumentative 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 dialogue if appropriate. 	<p>Content-Related Descriptors Content descriptors for 1a and 1b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the issue of the destructive nature of fire is understood; • show that the focus of the topic is that this may provide an opportunity to rebuild and start again; • express a straightforward point of view which supports the idea which includes a simple example, say of a literal re-building; • refer, perhaps to some of the ideas in the BRP and unseen reading passages; • refer, perhaps to wider issues of starting again and the opportunities afforded; • conclude the article in a rounded way.
<p>Communication Level 1b 4-6 marks</p> <ul style="list-style-type: none"> • communicate ideas with some success; • engage the reader by presenting a point of view with some reasoning and persuasive ideas -though links in arguments may be tenuous, e.g. make reference to the issue and its opportunities; • show awareness of the purpose and intention of writing the article e.g. by stating a number of related ideas; • register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. vaguely supportive; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately; • use limited vocabulary but including argumentative persuasive markers e.g. ‘opportunity’, ‘positive attitude’. <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, dialogue if appropriate. 	

<p>AO3(i)/(ii) Communication Level 2a 7-9 marks</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates with some success; • engage the reader by presenting a point of view with some reasoning and persuasive ideas, e.g. make reference to the topic, the consequences and opportunities; • state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by re-stating the focus of the ideas; • write a formal article, the tone of which is appropriately serious, employ e.g. assertion, reason, enthusiasm; • 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. ‘looking to the future’, ‘regeneration’, ‘taking control’. <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 Content descriptors for 2a and 2b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the topic is concerned, initially with the destructive nature of fire; • state a point of view which encompasses the ideas of ‘regeneration’, ‘re-building’, ‘Starting again’; • offer examples, information, experiences and ideas to support and develop the view expressed. These may be anecdotal, derive from the reading materials or be made up; • offer specific examples of re-building from disaster and the positive nature of such ideas, e.g. reconstruction after a war; • begin to argue persuasively in a wider context, e.g. that regeneration is a natural and beneficial thing to do, that there is a sense of achievement to be wrought from adversity; • present a cogent and clearly expressed conclusion which is persuasive and compelling.
<p>Communication Level 2b 10-12 marks</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, implications, opportunities; • clearly state and sustain the purpose and intention of writing the article e.g. by articulating ideas, schemes and plans; • write a formal article, the tone of which is appropriately serious and which may show subtlety, employ e.g. emphasis, assertion, reason, emotive language; • use devices such as the rhetorical question, lists, hyperbole as appropriate; • use words effectively including argumentative persuasive markers e.g. ‘opportunity’, ‘seizing the moment’, ‘making a difference’; <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. 	

<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 a variety of developed and persuasive ideas, some attempt at abstract concepts, vivid detail, e.g. employ verbal illustrations, refer to consequences of in-action; • make clear and sustain purpose and intention of writing the article e.g. by identify outcomes which lead to plans, schemes; • write a formal article, the tone of which is appropriately serious but also perhaps subtly emotional in its appeal; • use devices such as the rhetorical question, humour and irony which may influence the reader; • show appropriate use of more interesting words including emotional/persuasive markers e.g. ‘It is your responsibility’, ‘Your children have a right to expect’; <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, dialogue, as appropriate; 	<p>Content-Related Descriptors Content descriptors for 3a and 3b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show a complete grasp of the topic with appropriate emphasis, that although fire is destructive, it is also an opportunity to regenerate; • reinforce the understanding, perhaps with the regenerative idea of the eucalyptus tree from the reading materials, the notion of ‘rising from the ashes’ or similar supporting ideas; • refer in some detail to examples of re-building and reconstruction – after a conflict, earthquake or similar devastation; point out that it is an opportunity to revise, up-date, clear the debris; • extend the writing to more general ideas- the moral imperative to move on, the history of new beginnings, the next generation, the metaphor of death and re-birth. Some examples of community spirit and unanimity such as in New York might be alluded to; • conclude the article in a rounded and poignant way.
<p>Communication Level 3b 16-18 marks</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, vivid detail, e.g. make a moral appeal, invoke finer feelings; • make and sustain clearly the purpose, intention and objective of writing the article, e.g. by specifying outcomes, building plans; • write a formal article, the tone of which is appropriately serious but also manipulative and subtle, employ e.g. assertion, reason, sophistication; • use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way; • show control of an extensive, appropriate vocabulary marking e.g. ‘the past is over and gone’, ‘a new beginning’, ‘breathe new life into’, ‘revive’, ‘inspire’. 	

Organisation of Ideas Level 3b

- 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, dialogue, bullet points, as appropriate;
- present complex ideas in a coherent way.

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.

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 ENGLISH (3701)**PAPER 1 HIGHER TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

Assessment Objective	Question		
	1	2	3
2(i)	✓	✓	
2(ii)	✓		
2(iii)	✓		
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓