



General Certificate of Secondary Education

English 3701 *Specification B*

3701/1H Paper 1 Tier H

Mark Scheme

2005 examination – June series

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

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



**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-Fiction
Higher Tier 3701/1H
MARK SCHEME
SUMMER 2005**

General

Examiners may use their own systems of marking, but they **must show through a brief comment, derived from the mark scheme, 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 level 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 11 of your pre-release booklet. Write about the news media techniques used in these extracts on the issue of traffic and roads.

You should respond to all of the following prompts:

- What issue is Peter Edwardson concerned with in his letter (page 6)?
- Explain how Peter Edwardson has employed facts and opinions in his letter to support his concerns.
- David Aaronovitch uses vivid and entertaining words, phrases and ideas in his article, *A curse on cars* (page 11). Quote some of these and explain what effect you think they would have on his readers.
- Explain the purpose and effect of the two speed camera pictures and the ‘A68’ caption (page 6). (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** descriptors on the left-hand side of the page and the **Content-Related** descriptors 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 in 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 use in support of their answers. Any valid responses should be rewarded.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 0-4 marks</p> <ul style="list-style-type: none">• show some basic interpretation, 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">• Edwardson is concerned about the use of grey speed cameras which are not as effective as ‘highly visible’ cameras in reducing speed and accidents.• The letter expresses some facts, e.g. that in Plymouth the cameras are painted bright colours. Opinions include Inspector John Williams’ view that ‘...when [speed cameras] were painted grey drivers didn’t know where they were’.• Aaronovitch is in favour of traffic wardens who make him smile, this is an unusual idea. He uses words like ‘chaos’, ‘cram’, ‘alien growth’.• The first speed camera is not hidden, the second one is.

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"> • Edwardson is concerned that the senior traffic police officer in Stockport wishes to 'see the return of concealed grey speed cameras'. Edwardson's concern, against Inspector Williams, is that these do not reduce speed and lead to 'dangerous last minute braking'. Edwardson wants 'highly visible' cameras which will slow drivers down rather than convict them. • Edwardson's central belief that highly visible cameras 'are more effective...in reducing speeds' is an opinion with some statistical facts from Plymouth for support expressed and recorded in figures – 'where the cameras are painted bright colours and there was a '43% fall in injury accidents' and '80% drop in recorded offences' – these are factual statements. It is a fact that highly visible cameras were launched in Norfolk last year by Ken Williams but an opinion of his that 'hidden cameras alienate drivers'. • Aaronovitch comments on the 'zeal' of traffic wardens even the one who penalised him-this is an arresting idea. He uses visual imagery and history to reinforce his point – 'Compare any photo taken in 1963....'; he uses images e.g. which compares the 'alien' growth of traffic to 'a metalised form of Japanese hogweed', also images of war, gangs and fighting are employed. Readers will understand the problem of congestion better because of his images which they will engage with and find amusing. <i>Candidates must explain the effect of words and phrases to be awarded marks-not just quote them.</i> • The first speed camera is clearly conspicuous and not hidden. The second camera is called 'wretched' because it is not conspicuous and won't reduce speed.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 9-13</p> <ul 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 style="list-style-type: none"> • The fundamental issue underlying Edwardson's concern in the letter comes at the end: whether the 'real objective [of speed cameras] is not to improve safety but to raise revenue [from fines] and maximise the number of convictions'. Edwardson wants John Williams, for Stockport, to adopt the same strategy as Ken Williams in Norfolk – use conspicuous speed cameras which reduce speed rather than catch drivers out. A further issue is that concealed cameras can be counter-productive and dangerous. • Generalised opinions are presented as facts in the letter-on both sides e.g. John Williams' statement in favour of grey cameras and Edwardson's rebuttal of them could be substantiated by evidence but are not hard facts. The statistics are facts (43% fall in injury accidents and 80% in recorded offences) -if they are genuine. That these figures are 'far higher' than for grey cameras is also presented as a fact. The statement that 'police officers get no joy.....' is an assertion, therefore an opinion -no evidence is presented to make this a fact. Opinions and assertions are often presented as facts but do not contain objectified evidence to make them so. • Aaronovitch uses a variety of complex mixed metaphors to illustrate the 'chaos' of too many cars in cities; e.g. 'alien growth', 'Japanese hogweed', 'squeezing, breathing people' 'are choking, asphyxiating ideas'; 'Sanctuaries', 'colonies', 'outside space' are territorial ideas; 'conflicts', 'guerrilla war', 'Gangs of New York', 'anger', 'psychic assault' are violent images. He later marginalises people who do not recognise that something needs to be done (such as congestion charges) as 'Aids sceptics' or those who 'argue against global warming' – suggesting that such people think that there is no problem there either. The imagery and vocabulary are extended, vivid and stylistically engaging. Readers will be made to use their imagination and make connections with their own experience. His central point is a moral one. <i>Candidates must explain the effect of words and phrases to be awarded marks-not just quote them.</i> • The first camera is highly conspicuous and therefore doing a good preventative job. The A68 camera is not preventing speed because it can't be seen. It is therefore 'wretched'. The pictures reinforce the points made in Edwardson's letter. Candidates can clearly see the point of Edwardson's letter illustrated by the pictures.

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 non-fiction text, *Streets Full of Water*, on the page opposite.

Now write an essay in which you:

- explain some of the things you learn about Venice
- describe what you think the writer's feelings are for Venice
- analyse how the writer has used words and phrases to make the extract interesting for the reader. (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** descriptors on the left-hand side of the page and the **Content-Related** descriptors 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 in 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 use in support of their answers. Any valid responses should be rewarded.

<p>Skills-Related Descriptors Level 1 0-5 marks</p> <ul style="list-style-type: none"> • show some basic interpretation 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"> • Goods and visitors arrive to Venice on wheels but then ‘proceed by water or by foot’. There are ‘said to be 177 canals’ in Venice of different sizes and depths. The Grand Canal is the ‘central artery’. • The writer obviously knows Venice well. She seems to like it. • She describes things in detail, e.g. the ‘causeway in the small hours of the morning’ uses good words and phrases such as ‘convoys of trucks and trailers’, ‘wait there in the half light’, ‘parked nose to tail’ ‘bales and packing cases bursting from the back’.
<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"> • The ‘life-stream of Venice arrives on wheels’ but then must ‘proceed by water or by foot’. The causeway is the way in to Venice where most things arrive including animals for slaughter. A good deal is learned about the canal system which varies from the Grand Canal – the ‘incomparable highway’ – to canals ‘so short that there is only just room for their names on the map’. We also learn that Venetians also see cars on many occasions e.g. when the television and loud speaker trucks ‘skulk’ beneath the colonnades of the Piazza. Even a removal truck can be transported by barge on the Grand Canal. • The writer seems to like Venice, is interested in its history and daily life and has lived there. She knows a lot about the place, e.g. the details about the canals and early morning at the causeway and has visited and observed its people. • She names and describes places vividly, e.g. ‘the poor cattle for her municipal slaughter-house’, ‘mass of men and materials’ is effective alliteration, ‘incomparable highway’ describes the Grand Canal. The use of proper names of places makes the text real. Packing cases ‘bursting from the back’. <p><i>Examples should be explained for their effect, not just quoted.</i></p>

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 10-14 marks</p> <ul 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 style="list-style-type: none"> • The ‘wheels’ of Venice are the focus of the beginning of the text which emphasises the lack of wheels in this ‘wet-bob’ city. We learn about the routine of Venice from the early morning, the weight of arriving trucks and trailers at the end of the causeway, ‘scores of them every morning’, the canals, especially the Grand Canal is a central focus. We learn much about the romance of the canals which ‘meander unpredictably through the city’, the statistics and some of the quirks of the canals are mentioned. The canals are called ‘veins’ and ‘highways’ – they are the roads of Venice – its own ‘life stream’. We also learn that the car and lorry are not strangers to Venetians. There are unusual and amusing examples of vehicles in Venice some of which may be noted, culminating in the final image of the furniture removal van. • The writer has a fascination and great fondness for Venice. She lived there – ‘I once looked...outside my neighbour’s front door’. The detail and knowledge in the text suggests that she has studied the place and its history and people. The tone of the writing suggests a long-standing fascination and affection for the place. She is fascinated by the city’s way of life without wheels, the details of the canals e.g. the one that goes under Santo Stefano and the boats and boatmen. • Some examples of interesting words and phrases are: ‘this daily army’, ‘a few taciturn knife-sharpener’, ‘like insulin into the system of a diabetic’, ‘now wide fine, and splendid, now indescribably tortuous’, ‘...trucks...skulking beneath the colonnades and looking distinctly embarrassed’, ‘a fair-sized family bath-tub’ is an informative, amusing description. <p><i>The use of language must be explained and analysed for top marks.</i></p>

Section B 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 A Government report suggests that the levels of congestion and pollution caused by traffic in this country could treble within the next decade.

Write a letter to your MP in which you argue that this situation is unacceptable and offer advice on how it might be avoided. *(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** levels and the **Content-Related** descriptors next to them.

For AO3(iii), use the separate set of levels which follow. Write 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 added together and ringed.**

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, 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 letter 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</p> <p>Candidates may show evidence of these content features: Content descriptors for 1a and 1b</p> <ul style="list-style-type: none"> • Show that the topic is understood, that the report suggests problems for the future concerning congestion and pollution. • Express the view that this is not acceptable with some reasons – e.g. the effect on the countryside of ever more traffic. • Suggest that this is a government responsibility. • Advise that something must be done. • Conclude the letter 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 letter 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;• show awareness of audience;• 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 letter possibly sustained by reiteration, e.g. by re-stating the focus of the issue;• write a formal letter, 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’, ‘responsibility’, ‘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 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 understood; the report cannot be ignored, there is a real threat to our way of life and something must be done.• Argue the point of view that the issue is one for government represented by the MP. Indicate that congestion and pollution are unacceptable and should be reducing not increasing. Explore some of the problems such as, increases in commercial traffic, more privately owned cars.• Begin to develop a moral argument that we have a responsibility to our children, the citizens of the future, to provide a developed country to live in but one which is safe.• Present some practical advice for the reduction of traffic e.g. toll charges, congestion charges or the reduction of pollution by reducing heavy transport.• Present a conclusion which is firm, rounded and appropriate.
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Communication Level 2b
10-12 marks

- write in a way which shows clarity of thought and communicates with success;
- show awareness of audience;
- 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 letter e.g. by articulating ideas, schemes and plans;
- write a formal letter, 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’.

Organisation of Ideas Level 2b

- 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;• show awareness of audience;• 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 letter e.g. by identifying outcomes which lead to plans, schemes;• write a formal letter, 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’, ‘Our 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</p> <p>Content-Related Descriptors for 3a and 3b Candidates may show evidence of these content features:</p> <ul style="list-style-type: none">• Show a complete grasp of the topic and issue, that the report – from the government – presents a serious challenge to those in power including the MP.• Express the clear point of view that congestion and pollution are not options for the future, that health and safety issues, noise, reduction in property values, stress and unpleasantness are unacceptable.• Examine the moral issues – What kind of country do we want to live in? Why should commercial materialism be put above the quality of our lives and those of our children? Suggest a cynical attitude from local and central government – perhaps hinting at self-interest or moral corruption.• Make it clear that doing nothing is not an option, that citizens have the right to expect immediate and consummate action.• Make some constructive advisory suggestions such as an efficient public transport system, a green tax or no-go times for commercial vehicles.• Conclude the letter in a rounded and poignant way.
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Communication Level 3b
16-18 marks

- write in a way which shows clarity of thought and communicates in a convincing and compelling way;
- show awareness of audience;
- 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 letter, 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 evidence suggests that..’, ‘a new beginning is required....’, ‘breathe new life into’, ‘revive’, ‘inspire’; ‘The nettle needs to be grasped....’.

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)			✓