



# General Certificate of Secondary Education

## English 3701 *Specification B*

*3701/1H Paper 1 Tier H*

# Mark Scheme

*2005 examination – November 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  
WINTER 2005**

**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 descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. Content 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 pages 4 and 7 of your pre-release booklet. Write about the news techniques used by the media on the issue of traffic and roads.

You should respond to all of the following prompts:

- What are the issues Ben Webster is concerned with in his news story, *The M6 choice: pay £3 or crawl for 45 minutes* on page 4?
- Explain how Ben Webster has employed fact and opinion in his news story, *The M6 choice: pay £3 or crawl for 45 minutes* on page 4.
- Explain how Andy Bodle has employed an engaging and entertaining writing style in his article *Why I love....buses* on page 7.
- Explain the purpose and effect of the toll booth picture and the map on page 4 and of the London buses picture on page 7.

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

<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p><b>Level 1</b> <b>0-4 marks</b></p> <ul style="list-style-type: none"><li>• show some basic interpretation and understanding of the content of the media texts;</li><li>• make some reference to the information and detail presented in the texts;</li><li>• make some appropriate quotation from the texts;</li><li>• show some basic understanding of some of the writer's intentions in the texts;</li><li>• show some limited awareness of how the writers use language, layout and presentation to achieve their intended effect.</li></ul>	<ul style="list-style-type: none"><li>• cars and lorries will have to pay to use the toll road on the M6. Some people are concerned at the effect of the toll road charges;</li><li>• the building of the toll road is a fact. James Hookham's predictions are opinions;</li><li>• reminding the reader of the children's nursery rhyme is entertaining. The story of his friend who preferred the bus to a taxi is interesting;</li><li>• the picture of the toll booth shows what it will look like. The map's purpose is to show where the road will be. The picture shows that there are lots of buses in London.</li></ul>

<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p data-bbox="177 259 815 293"><b>Level 2</b></p> <p data-bbox="177 293 815 327"><b>5-8 marks</b></p> <ul data-bbox="177 360 815 707" style="list-style-type: none"><li data-bbox="177 360 815 427">• offer a full interpretation, insight and understanding of the content of the media texts;</li><li data-bbox="177 427 815 495">• make appropriate reference to the information and detail presented in the texts;</li><li data-bbox="177 495 815 528">• quote appropriately from the texts;</li><li data-bbox="177 528 815 595">• show understanding of some of the writers' intentions in the texts;</li><li data-bbox="177 595 815 707">• evaluate how the writers use language, layout and presentation to achieve their intended effect.</li></ul>	<ul data-bbox="815 360 1458 1541" style="list-style-type: none"><li data-bbox="815 360 1458 595">• the issue is the toll road which is being built on the M6, the cost to motorists and the effect the road is going to have. The concern is that the proposed toll charges are 'double those predicted' so that the issue is whether or not the toll road will be used enough to ease congestion on the M6;</li><li data-bbox="815 595 1458 898">• the details and statistics in the article are presented as facts, e.g. the site of the road and the proposed pricing. The degree of congestion on the M6 is presented as a fact – 'A third of all road freight travels on the route and much of the congestion is caused by nose-to-tail lorries'. Predictions are not facts – John Hookham's opinion that the road may be under used because of the £11 toll is an opinion;</li><li data-bbox="815 898 1458 1267">• the bus is presented as a familiar object from everyone's childhood which engages the reader. The comparison is made with other more threatening forms of transport where incidents, 'service will be delayed...', '114 killed in bus horror' are compared to the 'simple, friendly, human' bus. Humour, wide variety of clever references make the short piece engaging and entertaining. Candidates must explain the effect of words and phrases to be awarded marks – not just quote them;</li><li data-bbox="815 1267 1458 1541">• the picture of the toll booth under construction is complemented by the map which shows where the tolls will be and where the road will run. The picture is descriptive and the map informative. The bus picture also complements the article, its purpose is illustrative and it reinforces the presence of the large vehicles with a certain glamour.</li></ul>

<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p data-bbox="145 264 240 293"><b>Level 3</b></p> <p data-bbox="145 297 288 327"><b>9-13 marks</b></p> <ul data-bbox="145 394 778 719" style="list-style-type: none"><li>• offer a full and detailed interpretation, insight and understanding of the content of the media texts;</li><li>• make appropriate and comprehensive reference to the information and detail presented in the texts;</li><li>• quote fully and appropriately from the texts;</li><li>• show a full understanding of the writers’ intentions in the texts;</li><li>• evaluate and analyse how the writers use language, layout and presentation to achieve their intended effect.</li></ul>	<ul data-bbox="791 297 1409 2031" style="list-style-type: none"><li>• the issue is the choice which is facing motorists, particularly commercial freight, which is that to avoid a ‘crawl for 45 minutes’ a toll will have to be paid to use the new road. The cost of the toll charges, ‘double those expected’ is the main issue for the Freight Transport Association spokesman, James Hookham. Environmental groups also take issue with the operators, Midland Expressway accusing them of ‘trying to minimise the number of lorries’ in order to reduce maintenance costs. The company recognise the issue of charges with Tom Fanning’s statements about reductions in the toll if the road is under-used;</li><li>• the first part of the story is factual or based on facts – the route of the toll road, the proposed charges, the fact that they were more than expected, the variation in charges at night are all factual statements of information. The assertion that ‘apart from the M25, the ‘M6 skirting Birmingham is the busiest stretch of road in Britain’ is presented as a fact which could be verified. Opinions in the writing include predictions about what freight companies will do in the future, the cynical accusation from ‘Environmental groups’ and the opinion that the ‘capacity may well be taken up by local residents’. Assertions and predictions are often presented as facts but are strictly not so;</li><li>• the article is well structured offering the image of innocent, childhood memories placing the bus in a comfortable, non-threatening context remembered by all readers. The style develops through anecdote to satire which ridicules the images of train travel in a stark but humorous way, “You don’t see headlines like ‘114 killed in bus horror’ ”. A list is employed to support the ‘viability’ of the bus with a further topical satire of ‘white van man’. List and contrast are employed in the last paragraph with a poignant reminder of the place of the bus in the history of a peoples’ freedom. Candidates must explain the effect of words and phrases to be awarded marks – not just quote them;</li><li>• the toll booth picture is descriptive, the booths seem isolated and alien because we do not yet have many in this country. They are going nowhere in the picture but the map shows their location and they can thus be contextualised by the map – as is the story itself. The map is informative and makes use of an insert. It illustrates the writing. The buses seem magnificent and shiny like knights of the road. Cynics may say they always come in twos and ironists that the first one is advertising air travel.</li></ul>

**READING – Assessment Objectives**

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to 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 Texts**

Read the non-fiction text, *The Silk Road*, on the page opposite.

Now write an essay in which you:

- write about some of the things you learn about the Silk Road.
- explain some of the different experiences people have had on the Silk Road.
- 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** grade bands 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 grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate grade band. 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><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-5 marks</b></p> <ul style="list-style-type: none"> <li>• show some basic interpretation, and understanding of the content of the non-fiction text;</li> <li>• make some reference to the information and details presented in the text, probably copied or paraphrased;</li> <li>• make some appropriate quotation from the texts to support responses.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the Silk Road was a great caravan route across China, Central Asia and the Middle East. The Silk road carried other things than silk – ‘gold, other precious metals, woollen and linen textiles....’. Many goods were sold along the way;</li> <li>• some people’s experiences include the dangers often ending in death, e.g. ‘freezing to death’;</li> <li>• the writer uses words which suggest danger to make it interesting, e.g. ‘evil reputation’, ‘vanish without trace’.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 2</b>  <b>6-9 marks</b></p> <ul style="list-style-type: none"> <li>• offer a full interpretation, insight and understanding of the content of the non-fiction text;</li> <li>• make appropriate reference to the information and detail presented in the text;</li> <li>• evaluate some aspects of the writing;</li> <li>• offer some quotation in support of responses.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the Silk Road is a caravan route, used for trading, across China, Central Asia and the Middle East. It was a dangerous place because of ‘marauding Huns, Tibetans and others’. The Silk Road involves travelling the dangerous approaches from Tibet, Kashmir, Russia and Afghanistan. Much of the trading was done along the route;</li> <li>• for centuries men have had the experience of travelling in caravans along the road, trading and making a living. They have experienced danger, fear and well-being. Experiences include the dangers of becoming lost, ‘leaving their bones’ on the Road, experiencing extremes of weather and formidable travelling conditions;</li> <li>• some of the most evocative language relates to the dangers of the area – ‘vanished without trace’ and ‘and evil reputation’ are clichés used effectively; ‘treacherous dunes’, ‘obliterated by wind-blown sand’, ‘perished on the icy passes’, also the lists of merchandise – ‘laden with gold..’. Candidates must explain how and why the language is evocative and interesting to gain marks.</li> </ul>



<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p data-bbox="177 264 284 297"><b>Level 3</b></p> <p data-bbox="177 302 347 331"><b>10-14 marks</b></p> <ul data-bbox="177 365 794 638" style="list-style-type: none"> <li>• offer a full and detailed interpretation, insight and understanding of the content of the non-fiction text;</li> <li>• make appropriate and comprehensive reference to the information and detail presented in the text;</li> <li>• evaluate aspects of the writing;</li> <li>• quote fully and appropriately from the text.</li> </ul>	<ul data-bbox="810 297 1394 1928" style="list-style-type: none"> <li>• the Silk Road, also known as the Silk Route is a misnomer because it was more than one road and carried much more than silk. The trail – three weeks travelling in length – ran from present day Sian to Hami. The route included treacherous approaches from Russia, Tibet, Kashmir and Afghanistan in the region of the Ghobi desert. Many perished on these approaches by freezing to death, becoming lost or by ‘missing their footing and hurtling into a ravine below’. The Taklamakan, which the road skirts, has treacherous ‘three hundred foot’ sand dunes and ill-marked tracks in a desolate area where the Chinese now test nuclear weapons. The merchandise, which travelled this gruelling route on pack-animals, included a variety of things from gold to belt buckles. The trading was staged along the route so that ‘few if any of the caravans ever travelled the... nine thousand miles there and back’;</li> <li>• many people have experienced the ‘gruelling’ nature of journeying along the road. The Chinese experienced ‘marauding Huns’ and were ‘obliged to police’ the route for protection. The writer gives examples of disastrous experiences and death recorded which supports the ‘evil reputation’ of the desert and by indicating that even the perimeter of isolated oases was dangerous so that, ‘over the centuries a sad procession of merchants, pilgrims, soldiers and others have left their bones in the desert’,. Positive experiences include trading and bartering, making profits and using the Road as a way of living and way of life;</li> <li>• candidates must explain the meanings of selected words, phrases and images employed by the writer and analyse how they are appropriate and effective in order to gain marks. Selection might include: ‘vast ocean of sand’, ‘treacherous dunes’, ‘line of isolated oases’, ‘sad procession of pilgrims...’, ‘hurtling into a ravine below’ etc.; also the effect of the list of merchandise might be said to conjure up romantic, exotic images in the reader’s mind – ‘ceramics, iron, lacquer’ and, perhaps even humorously, ‘cinnamon bark and rhubarb’.</li> </ul>

### 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 It has been suggested that the ownership of a car and the freedom of the open road is not only desirable but essential.

Write the text of a speech in which you try to persuade your audience either to accept or to reject this point of view. *(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** levels and the **Content-Related** descriptors next to them.

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 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, 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><b>AO3 (i)/(ii)</b> <b>Communication Level 1a</b> <b>0-3 marks</b></p> <ul style="list-style-type: none"> <li>• communicate few ideas with limited success;</li> <li>• engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of writing the speech e.g. by stating simple points of view;</li> <li>• may attempt a formal register which may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question, lists may not be appropriate or effective;</li> <li>• limited vocabulary evident with arbitrary or little use of argumentative/persuasive markers.</li> </ul> <p><b>Organisation of Ideas Level 1a</b></p> <ul style="list-style-type: none"> <li>• show evidence of erratic paragraph structure; show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors for 1a and 1b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show that the topic of owning a car is understood and that the task is to persuade;</li> <li>• show that the focus of the topic is understood – that people continue to purchase cars and need cars for a variety of reasons;</li> <li>• develop persuasive arguments, which may be personal and anecdotal to support the point of view;</li> <li>• conclude the argument in a clear way.</li> </ul>
<p><b>Communication Level 1b</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• communicate ideas with some success;</li> <li>• engage the reader by presenting a speech with some reasoning and persuasive ideas – though links in arguments may be tenuous, e.g. make reference to the issue and its consequences;</li> <li>• show awareness of the purpose and intention of writing the speech e.g. by stating the writer's points of view;</li> <li>• write a formal speech though register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. outrage;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately;</li> <li>• use limited vocabulary but including argumentative/persuasive markers e.g. 'in the first place,' 'it is only right that..'</li> </ul> <p><b>Organisation of Ideas Level 1b</b></p> <ul style="list-style-type: none"> <li>• use of paragraphs which may enhance meaning;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	

<p><b>AO3 (i)/(ii)</b> <b>Communication Level 2a</b> <b>7-9 marks</b></p> <p><b>Communication Level 2a</b></p> <ul style="list-style-type: none"><li>• write in a way which shows clarity of thought and communicates with some success;</li><li>• show awareness of audience;</li><li>• engage the reader with some reasoning and persuasive ideas, e.g. make reference to the issue, its consequences and outcomes;</li><li>• state the purpose and intention of writing the speech possibly sustained by reiteration, e.g. by stating the writer’s points of view;</li><li>• write a formal speech, the tone of which is appropriately serious but may lack any subtlety, employ e.g. assertion, reason, possibly anger;</li><li>• use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much;</li><li>• use some words effectively including argumentative/persuasive markers e.g. ‘responsibility’, ‘duty’, ‘think of the consequences’.</li></ul> <p><b>Organisation of Ideas Level 2a</b></p> <ul style="list-style-type: none"><li>• use paragraphs in a whole text;</li><li>• use a variety of structural features e.g. different paragraph lengths, dialogue;</li><li>• present developed ideas which hold together.</li></ul>	<p><b>Content-Related Descriptors 2a and 2b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show understanding that the topic is concerned with people wanting to own a car;</li><li>• state a clear point of view which refers to the other key words in the topic – ‘freedom’, ‘desirable’ and ‘essential’ – as a focus for persuasion. The point of view will support or reject the idea clearly;</li><li>• support and develop the point of view with anecdotal, historical material;</li><li>• widen the argument by attempting a moral or generalised perspective, e.g. that freedom to travel and move around should be open to all, that it makes economic sense to travel by car – as most people do. Alternatively that we have a responsibility to reduce road congestion, pollution and deaths;</li><li>• present a clearly expressed and persuasive conclusion which sums up the argument.</li></ul>
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**AO3 (i)/(ii)**  
**10-12 marks**

**Communication Level 2b**

- write in a way which shows clarity of thought and communicates with success;
- shows awareness of audience;
- engage the reader with more detailed persuasive ideas, e.g. make reference to consequences and implications;
- clearly state and sustain the purpose and intention of writing the speech e.g. by articulating points of view, identifying preferred outcomes;
- write a formal speech, the tone of which is appropriately serious and which may show subtlety, employ e.g. emphasis, assertion, reason;
- use devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including argumentative/persuasive markers e.g. ‘responsibility’, ‘duty’, ‘consideration for others’, ‘conscience’, ‘how would you like it if...’;

**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><b>AO3(i)/(ii)</b> <b>13-15 marks</b></p> <p><b>Communication Level 3a</b></p> <ul style="list-style-type: none"><li>• write in a way which shows clarity of thought and communicates in a convincing way;</li><li>• show awareness of audience;</li><li>• engage the reader with detailed, developed argument, a variety of persuasive ideas, some attempt at abstract concepts, vivid detail, e.g. employ facts and figures, refer to consequences of in-action;</li><li>• make clear and sustain the purpose and intention of writing the speech e.g. by identifying preferred outcomes;</li><li>• write a formal speech, the tone of which is appropriately serious but also manipulative with some subtlety;</li><li>• use devices such as the rhetorical question, humour and irony which may influence the reader;</li><li>• show appropriate use of more interesting words including confrontational/persuasive markers e.g. ‘It is our responsibility’, ‘Think of the consequences if...’;</li></ul> <p><b>Organisation of Ideas Level 3a</b></p> <ul style="list-style-type: none"><li>• write a whole text in continuous prose;</li><li>• employ paragraphs which contribute to clarity of, and enhance meaning;</li><li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, as appropriate;</li></ul>	<p><b>Content-Related Descriptors for 3a and 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show a complete grasp of the topic presented, that, although people are very aware – especially young people – of the environmental threat from pollution from cars and the problems of congestion, it is ‘natural’ to want to own a car. Alternatively, that such a view is irresponsible and selfish;</li><li>• offer a clear point of view rejecting or accepting the idea stated in the topic which deals with the notions – ‘freedom of the open road’, ‘desirable’ and ‘essential’;</li><li>• develop the persuasive focus with well chosen and brief anecdotes, perhaps facts and figures from authorities and other material evidence including personal experience and viewpoint;</li><li>• widen the argument to include a moral and general perspective, e.g. people, especially young people, a sense of independence from parental control and dependency is essential and healthy, that the purchase of the first car or other vehicle is almost a rite of passage, that it is unacceptable to deny to others what one already has. Alternatively, that people have a growing sense that car ownership is trivial, expensive, morally indefensible and that it is cool not to own one;</li><li>• conclude in a rounded and compelling way.</li></ul>
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**AO3 (i)/(ii)**  
**16-18 marks**

**Communication Level 3b**

- 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. employ facts and figures, make a moral appeal;
- make and sustain clearly the purpose, intention and objective of writing the speech, e.g. by identifying points of view, specifying outcomes;
- write a formal speech, the tone of which is appropriately serious but also manipulative and subtle, employ e.g. assertion, reason, confrontation, 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. confrontation/verbal encounter – ‘culpability’, ‘complacency’, ‘accountability’;

**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 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)			✓