



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English 3701

Specification B Paper 1H

Mark Scheme

2007 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.

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**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-fiction
Higher Tier 3701/1H
Mark Scheme
2007 Summer**

General

Examiners may use their own systems of marking, but they **must show through a brief comment at the end of each response and symbols in the body of the text how they have arrived at their mark. The comment should be related to the Skills-Related descriptors in the mark scheme. Each page on which there is writing must be ticked.**

Skills-Related descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. Content-Related descriptors are an indication of the kinds of responses candidates might make in order to achieve the marks in the range.

Assessment Objectives

The candidates' work will be assessed according to the relevant assessment objectives for Reading and Writing and the level descriptors. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

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

Section A: Reading Media and Non-fiction Text

1 Media Texts

Remind yourself of the media extracts on pages 6, 8 and 9 of the pre-release booklet. Write about the news media techniques used in these extracts by responding to the following prompts:

- What facts and opinions has Patrick Barkham used to support the view he is presenting in *Festival hails the return of teenage kicks* on page 6?
- Explain how Rod Liddle has made his article on pages 8 and 9, *They came, they slipped, they enjoyed* effective by analysing some of the language techniques he has used.
- Comment on and contrast the three pictures under the headline, *Mudlarks of Glastonbury*, on pages 8 and 9. (13 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument** and **distinguish opinion**; (2(ii) and 2(iii))
- **select** appropriate references to support and extend comment; (2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v))

Award a mark out of **13** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** levels on the left-hand side of the page and the **Content-Related** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 Marks 0-3</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, and understanding of the content of the Media texts; • may offer copying or irrelevant quotation; • shows limited ability to distinguish fact from opinion; • shows limited ability to follow argument; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writer(s) use language, structure and presentation. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The words, 'There are a lot of students here this year' is a fact; • the 'jagged bolt of lightning' is effective; • there are three pictures, in the first one the people are very muddy.
<p>Level 2 Marks 4-6</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • offers some relevant interpretation, and understanding of the content of the media texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to distinguish fact from opinion; • shows some ability to follow argument, and identify implications relevant to the answer; • shows some ability to select or quote relevant material; • collates some material or makes some cross references; • shows some understanding of how the writer(s) use language, structure and presentation to achieve their intend effect, often through simple identification of features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • A muddled view of Barkham's main point is presented, or there is no clear reference/understanding of it; • the words, 'There are a lot of students here this year' is a fact; 'It is thought that a predominantly internet-based booking system has probably helped' is an opinion; • the 'jagged bolt of lightning' is effective. The mud is described as awful and 'the toilets burst' which is disgusting; • there are three pictures, they are different because in the first one the people are very muddy, the second one shows a singer and the people in the third picture are happy.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 7-9</p> <p>Key words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • offers a clear interpretation, insight and understanding of the content of the Media texts; • makes appropriate references to the texts; • shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information; • shows clear ability to follow appropriate argument, and identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross references in support of the answer; • show clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effects. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • Barkham is suggesting that there are more young people at the festival and/or older people with families and/or females: • the words, 'There are a lot of students here this year' is presented as a fact. Glastonbury crime figures are 'plummeting' is a fact; 'Midnight's Carnival' is a new area is a fact; The 'excitability...that teenagers were taking over' is opinion; 'It is thought that...internet-based booking has probably helped' is an opinion; • the 'jagged bolt of lightening' image is effective because it uses violent words like 'tore' and 'ripped' to show how powerful it was. 'A vicious slurry of country mud' and 'A tepid lava of filth' shows how horrible the place was because of the rain; • the middle picture is different because it is of a singer who is not in the mud. The others are muddy but enjoying themselves. The people on the right are smiling for the camera. The people on the left are covered in mud.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 10-13 marks</p> <p>Key words: ‘detailed’, ‘perceptive’</p> <ul style="list-style-type: none"> • offers a full and detailed interpretation, insight and understanding of the content of the media texts; • makes perceptive references to texts; • shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information; • shows a sustained ability to follow argument, identify implications and recognise inconsistencies; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross references in support of the answer; • shows detailed understanding and sensitive appreciation of how the writer(s) use language, structure and presentation to achieve their intended effects. <p>For the mark of 13, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</p>	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • Barkham points out that there are different groups more represented in 2005: <ul style="list-style-type: none"> – young people – older people with families – females • the following facts – or statements presented as facts – can be found in the article: ‘There are a lot of students here this year’, ‘Paul McCartney headlined last year’, it is a fact that Glastonbury crime figures are ‘plummeting’; ‘an increasing number of shows and events are being booked and organised by women’ etc...; the following are opinions: ‘We estimate 60% ...are first time festival-goers’, ‘It has become a cliché of recent years that the spirit of the festival...into a stuffy fixture of the summer season’ – this looks like a fact but is an impression, a feeling and therefore somebody’s opinion. ‘It is thought that a predominately internet based...’ is an opinion because it is ‘thought that’. ‘According to Ms Eavis there has been demographic...’ is an opinion of Ms Eavis. ‘the unique space these crowded fields offer teenagers seems to be...’ is a supposition and opinion etc...; • the ‘heart’ of the festival being the ‘beer tent’ in which the ‘jagged bolt of lightning’ tore a hole is effective use of hyperbole and metaphor alluding to catastrophe, it is also ironically humorous in suggesting in a laddish way that the beer tent, not the music stages, is the heart of the festival. A further example of effective use of language is, ‘As I stood calf deep in ordure, chomping my fair trade, make-poverty-history, oriental-flavoured botuloburger with organic ketchup...’ This combines ironic cynicism – almost sarcasm for the ‘good’ causes espoused by the festival, an amusing list, humour and social comment; • the centre picture is a contrast because Brandon Flowers is a performer, he is smartly dressed and he is not covered in or engaged with mud – his name may be worthy of ironic comment. The first picture is almost certainly posed and contrived on the theme of rain and mud – these are the Mudlarks – the composition is classical. The third picture is contrastingly more natural and genuine featuring mud and wellies, here the smiles are real. The predominance of women supports the views expressed elsewhere.

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, *Across the Vale of Avalon to Glastonbury*, on the page opposite.

Write about the text:

- describing some of the things you learn from the text (AO 2.i, 2.iv)
- explaining what you think the writer's feelings are for the area (AO 2.iii, 2.iv)
- analysing how the writer has used words and phrases in an interesting and engaging way. (2.v, 2.iv) (14 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument, identifying implications**; (2(iii))
- **select** appropriate references to support and extend comment; (2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v))

Award a mark out of **14** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** levels on the left-hand side of the page and the **Content-Related** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 Marks 0-3</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, and understanding of the content of the Non-fiction text(s); • may offer copying or irrelevant quotation; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writer(s) use language and structure. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • A train used to run between Bridgwater and Glastonbury; • the writer likes the area; • he says "Father Christmas driving the engine" which is interesting.
<p>Level 2 Marks 4-6</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, and understanding of the content of the Non-fiction text(s); • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to identify implications relevant to the answer; • shows some ability to select or quote relevant material; • collates some material or makes some cross references; • shows some understanding of how the writer(s) use language and structure to achieve their intended effect, often through simple identification of features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • A train used to run between Bridgwater and Glastonbury. The town is has a lot of tourists which the people encourage; • he seems to be sorry that the railway closed; he likes the countryside which is 'green and gentle'; • the train journey was like a 'toyland experience' with 'Father Christmas driving the engine', this is interesting and sounds like he enjoyed it.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 7-9</p> <p>Key words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the Non-fiction text(s); • makes appropriate references to the Non-fiction text(s); • shows clear ability to identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross references in support of the answer; • shows clear understanding of how the writer(s) use language and structure to achieve their intended effect. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The train which used to run between Bridgwater and Glastonbury has closed down. There was much to see on the journey – the hills and the moors. Glastonbury Tor is a triangular shape with a chapel on top. The town has 'thousands of tourists and pilgrims'; it has 'no option but to encourage the tourist trade' but some tourists are not as well mannered as they should be; • the writer likes the area. He remembers and misses the train journey which was 'far too short'. He is fascinated by the Tor which he thinks is 'supernatural'. He sympathises with the 'people of Glastonbury' who have to make the best of the tourists; • some of the description of the countryside is interesting and engaging; the slopes 'were green and gentle' which makes it seem pleasant and quiet, the Tor is described as having a 'magnetic power' and seems 'supernatural' which makes it feel mysterious and eerie. Other metaphors include, 'dwarfs the small town', 'visitors...flock in their thousands', 'spreads like a rash'.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 Marks 10-14</p> <p>Key words: ‘detailed’, ‘perceptive’</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the Non-fiction text(s); • makes perceptive references to the Non-fiction text(s); • evaluates the presentation of information; • shows a sustained ability to identify implications; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross references in support of the answer; • shows detailed understanding and sensitive appreciation of how the writer(s) use language and structure to achieve their intended effect. <p>For a mark of 13 or 14, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</p>	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The branch railway line which ran across the Vale of Avalon for sixty four years was ‘the most enchanting’ way to see this part of Somerset. It passed through wooded slopes, an expanse of moors and halted at Shapwick where no express train ever went. You become increasingly aware of Glastonbury Tor as you move through the Vale of Avalon. The Tor is a triangular hill with a chapel on top, it seems ‘aloof from its surroundings’ which are flat; it is symmetrical and seems to have a ‘sacred air’ about it. The town of Glastonbury is ‘dwarfed’ by the ruined abbey and overwhelmed by its past. There are thousands of pilgrims and tourists visiting each year. The locals encourage and ‘cash in’ on their historical assets. Glastonbury is dependent on its past but its present – in terms of its modern houses – doesn’t live up to the medieval quaintness and majesty. Some of the tourists are less polite than they should be; • numerous feelings are expressed in the passage: nostalgia and regret for the passing of the railway which was ‘enchanting’; ‘childlike’ and ‘mourned’ may also be quoted. The ‘pervasive atmosphere’ of peat relates to feelings as does the ‘haunted’ nature of the land and the ‘mysterious thickets’. The ‘compelling presence’, ‘fascination’, ‘magnetic power’ and ‘sacred air’ of the Tor all relate to feelings of mystery and the supernatural. The writer feels for the dilemma of the townspeople and ‘sympathises’ with them; • interesting and engaging words and phrases might include at this level: ‘ribboned with quiet waters’, ‘picketed with inclining willows’, ‘mysterious thickets of primitive waste’. The Tor is described mysteriously with occult overtones – ‘magnetic power’, ‘supernatural character’ and the religious suggestions of ‘altar’ and ‘sacred air’. Able candidates might explain what it means for Glastonbury to be ‘overwhelmed by its past’ and ‘become dependent on its own past’ so explaining the writer’s main point that the ‘past can be a great burden to those who inhabit the present’.

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** Each year Mendip District Council spends many hours considering whether or not to grant a licence to allow Glastonbury Festival to go ahead. Many people and organisations write letters trying to persuade the Council to their point of view, often objecting to the festival entirely or wanting to restrict it.

Write a letter to Mendip District Council **either** persuading them to grant a licence, **or** persuading them to refuse one for Glastonbury Festival next year. *(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** descriptors on the left hand side of the page and the **Content-Related** descriptors on the right hand side of the page.

For AO3(iii), use the separate set of levels which follow. Ring the two marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. **Note that two marks will be awarded which must be indicated separately and added together.**

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

Remember that candidates are working in timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 1a Marks 0-3</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 for Levels 1a and 1b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show that the topic is understood, that the Council have to listen to those in favour and those against the Festival; • express a view as to whether the Festival should go ahead or not; • support the view with some basic persuasive arguments which may be anecdotal e.g. that it is good fun and people enjoy themselves. Alternatively that it is noisy and expensive; • conclude the letter.
<p>Communication Level 1b Marks 4-6</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 implications; • 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. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 2a Marks 7-9</p> <ul style="list-style-type: none"> • Write in a way which shows clarity of thought and communicates with some success; • engage the reader by presenting a point of view with some reasoning and persuasive ideas, e.g. make reference to the topic, the consequences and implications; • state the purpose and intention of writing the letter possibly sustained by reiteration, e.g. by re-stating the focus of the ideas; • 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', '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 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, that the purpose of the letter is to persuade the Council to allow the Festival to go ahead or not and that they will consider everybody's views; • state clearly whether or not the music Festival should go ahead with an overall reason why – alternatively that it should not; • support the view expressed, e.g. the Festival has a world-wide reputation, many of the earlier problems of overcrowding and bad behaviour have stopped, there is better security, it is very popular; alternatively that it creates noise, disruption and pollution and is expensive; • for the top mark there should be some attempt to widen ideas though this need not be developed – e.g. that it is good for young people to experience freedom or that the police have a responsibility to protect the residents of the area; • conclude in a rounded way.
<p>Communication Level 2b Marks 10-12</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 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'; <p>Organisation of Ideas Level 2b</p> <ul style="list-style-type: none"> • Employ paragraphs effectively in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate; • present well thought out and developed ideas in sentences. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 3a Marks 13-15</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 the purpose and intention of writing the letter e.g. by identify 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', 'It is only reasonable that...' <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 for Levels 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 and issue, that the letter will be considered with all other submissions to the Council; that their decision is not a foregone conclusion and that they are elected representatives; • state clearly the point of view to be presented with an overriding comment which engages and sums up the view expressed; • develop ideas in support of the Festival going ahead – it is a major venue for world class music, it has huge cultural benefits, the local area makes money, the charity spin-offs are considerable, crime, drug – taking and bad behaviour are over-emphasised, exaggerated and do not involve the vast majority of festival-goers. Increasing numbers of young people are going – as are parents and even grandparents; • develop wider, more 'moral' reasons, e.g. it is good for young people to share their culture together, the 'unique space' idea from the PRB, that refusing the Licence would be an act of repression, that there are a multitude of harmonious and spiritually beneficial things which go on at the festival apart from the music, that diversity and social intercourse is good for society and for developing the whole person; • alternatively develop ideas and reasons which would be opposed to those listed above – e.g. that the Festival is a commercial rip-off, inhabited by weirdos with drug – induced antisocial behaviour which is morally degrading for all. And that's apart from the noise and the unsanitary health hazards; • conclude the letter in a rounded and poignant way.
<p>Communication Level 3b Marks 16-18</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 letter, e.g. by specifying outcomes; • 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. 'Surely it is reasonable to expect....', 'Taking the global view....', 'In the context of the 21st century....', <p>Organisation of Ideas Level 3b</p> <ul style="list-style-type: none"> • Write a whole text in continuous prose; • employ paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs; • use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate; • present complex ideas in a coherent way. <p>NB: For a mark of 18, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</p>	

AO3(iii)**Accuracy Level 1****Marks 0-3**

- 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****Marks 4-6**

- 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****Marks 7-9**

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