



General Certificate of Secondary Education

English 3701

Specification B Paper 1H

Mark Scheme

2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-fiction
Higher Tier 3701/1H
Mark Scheme
2008 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 Texts

1 Media Texts

Remind yourself of the media extracts on pages 7 and 10 of the pre-release booklet. Write about the news media techniques used in these extracts by responding to the following prompts:

- How has Xan Rice used facts to help explain the obsession for cycling in Eritrea in his article *Riders on the Sandstorm* on page 7?
- Explain how Richard Williams has made his report about the *Cycling Tour of Britain* on page 10 entertaining by analysing some of the words and phrases he has used.
- Comment on the effectiveness of the picture which accompanies the article *Riders on the Sandstorm* on page 7.
- Comment on the meaning and effectiveness of the title Richard Williams has used for his report on page 10.

(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"> • He says 'cycling is the national sport' which is a fact; • he says the houses are 'desirable'; • it shows a man on a bike; • he says it's a 'clash' which sounds bad.
<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"> • People are mad about cycling in Eritrea. In Asmara alone there are more than 800 registered cyclists. These facts show that people are obsessed with cycling in Eritrea; • he says the houses are 'desirable' and that they 'line the sides of a sunlit road' which makes you imagine that it was sunny and what they were like; • the picture shows a cyclist wearing the proper gear; • he says that the people's Sunday was interrupted and this was a rude thing to do.

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"> • 'Cycling is the national sport' is presented as a fact; the number of 'registered competitive riders' in Asmara being 800 and the statement that there are 'at least 100 professional riders' are facts used to suggest that cycling is important to the Eritreans because of the numbers involved; <i>Two facts are enough at this level with an implication about 'obsession'.</i> • 'London's most desirable private houses lined the sides of a sunlit road' gives the idea of rich people in a nice area on a pleasant day for the race; 'their gaudy racing bikes' makes you imagine the bikes were brightly coloured but over-done - words which entertain the reader; • the picture shows a cyclist in a race with his number on his back. It links to the article so it shows us one of the professional riders in a race on his own; • the headline uses alliteration to attract the reader and a large font. It tells you that some people thought their Sunday had been interrupted by the race.

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"> • Unlike ‘everywhere else in Africa’, Eritreans are ‘mad about’ cycling can be accepted as a fact; the fact that all generations cycle on a variety of machines supports the view that it is widely popular; the writer uses statistics to support his statement about obsession – 800 registered competitive riders, in Asmara thousands pay to watch, at least 100 professionals out of a relatively small population, salaries of \$130 p.m. which is several times the average wage are all facts which support the view expressed. The ‘fact’ that this is a legacy from Italian colonial rule is actually a supposition presented as a fact; details about the Giro d’Eritrea are also facts which supplement the idea that cycling in the country is a major focus for all; • ‘their cups of espresso macchiato’, ‘London’s most desirable private houses’, ‘the sides of a sunlit road’, these phrases set a well-to-do, continental scene to entertain the reader, reinforced by ‘elegant raffish streets’, meaning that they are decadent in a French way which connects to the phrase, ‘a small town in Provence’. This represents Primrose Hill in terms of the Tour de France and contrasts with a ‘week of wind-driven showers’ which is more typical of England. The ‘marshal’s entreaties’ which were ignored and the idea of cycling as part of the ‘fabric of life’ reinforces the ignorance of the ‘man parking a people-carrier’ in the way of the race. Other phrases which show a similar ironic style are ‘furiously signalled to a woman in a Mini’, ‘carefully choreographed ballet of the police motorcycle outriders’ which presents an ironic (almost oxymoronic) image of dancing police motorbikes to entertain the reader. Also, ‘policemen played this game of tag’, ‘London’s street furniture’; • The picture is effective because it illustrates the article by showing what is presumably one of the professional riders, in a race, with motorcycle outrider and support car partly obscured by the desert sandstorm which would be common to Eritrea. The rider seems dramatically alone, so maybe he’s the leader; the colour reflects the sand, heat and conditions of the country and the arduousness of the sport; • The alliteration stands out as harsh, reflecting the ‘clash’ between a private sunny afternoon and the intrusion of the ‘Tour of Britain’ which was received by many residents as a rude interruption and is partly the theme of the report. Culture refers to the ‘English’ way of spending Sunday which ‘clashes’ with what would be a typical Sunday in cycling-loving France. The reference to espresso macchiato in the first line ironically indicates that although some aspects of a foreign culture have been accepted without any ‘suffering’ we consider Sunday cycle races a rude interruption.

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, *Travels in a Strange State*, on the page opposite.

Now write about the text:

- describing some of the things you learn about Los Angeles
- explaining some of the thoughts and feelings expressed by the writer
- analysing how the writer has used words and phrases in an interesting and engaging way.

(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"> • There is smog in Los Angeles; • she is thinking about where to go next; • it says a 'phantom'.
<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"> • We learn that there is smog in Los Angeles and it is very thick; • the writer wonders if she should cycle to Mexico or Alaska and she felt like a spoilt child; • 'phantom sprinklers' makes them seem like ghosts, and they were turned on at night.

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"> • We learn that there is thick smog in Los Angeles; that it is 'home to 25 million constantly used vehicles' which makes the smog worse, this tells us it is a dirty and polluted place; it is also noisy; • the writer starts off thinking about where she should go next, 'south to Mexico or north to Alaska'; She feels like a spoilt child because she wants to do both at once; she feels uncomfortable and sweaty which is not pleasant; she thinks the drivers are 'drug-crazed psychos' which suggests she felt frightened when cycling in Los Angeles; • the 'phantom sprinklers' is interesting because it means like a ghost you can't see them; describing the drivers as 'drug-crazed psychos' means that they were mad and out to kill her. She says the cars were 'as big as boats' which makes us feel that she was very small.

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"> • Los Angeles has an infamous smog which the writer has to carve her way through because it is so thick; it also obscures the sun and has a ‘nauseous taste’ – this tells us that L.A. is polluted, unhealthy and nasty because of the number of cars and businesses ‘spewing’ filth into the air. It has ‘carpet-cropped lawns’ and ‘artificial rain’. The streets are wide but ‘wild’ because the huge cars, ‘big as boats’ and there are many of them-like an ‘army of ants’ which makes it sound a dangerous place. Cars are California’s biggest industry. L.A. is a city designed on the assumption that everyone has a car so a cyclist – as the writer experiences is alien to the place ; the streets of L.A. are ‘mean and hostile’ which sounds as if they are threatening and unforgiving. Even on a Sunday, L.A. is ‘mayhem’ – chaos and madness; the writer assumes that on the other six days it is ‘Urban anarchy’, so Los Angeles streets are busy, polluted and dangerous at all times; • The writer is in a ‘perplexed mood’ - concerned and unclear about her plan of action, where to cycle next which she had been ‘pondering’, thinking about. The noises seem to echo her perplexity . On the road in Los Angeles she feels sweaty and uncomfortable and experiences the ‘nauseous taste’ of smog and pollution which permeated the air. She feels threatened, endangered and vulnerable as the ‘drug-crazed’ drivers ‘bulleted’ towards her in their cars ‘as big as boats’. She felt she needed a hundred pairs of eyes, ‘crystal sharp reflexes’ and a suit of armour to protect her. She feels that the drivers are out to kill her ‘with death threats in their eyes’; she thinks a bicycle is alien on the car-crowded streets. She is surprised that the traffic is like this – ‘mayhem’ on a Sunday when she thought the chances of escaping L.A. alive would be higher. She seems pleased to meet another cyclist – one in five hours – but is bemused by his carrying a gun in his back pocket instead of a Mars Bar; • ‘phantom sprinklers, elusively embedded’ are engaging words which mean hidden, unreal and undefined; ‘carpet cropped’ adds to the sense of the falseness, manufacture and manicure of Los Angeles homes and ‘fountained’ is an interesting verb which provides an image of false rain showering the lawns. ‘Jaundiced’ describes the clouds, not only as yellow but also suggests illness and sickness due to the polluting smog. ‘a nightmarish army of ants’ illustrates the vast number of cars on the wide urban highways of L.A. – disturbing, frightening, unreal. ‘bulleted’, ‘aggressive’, ‘army’, ‘gunned’, ‘suit of armour’, ‘sub-machine gun’, all of these are words of war, fighting, violence, invasion and onslaught which are how the writer felt in the mayhem of Los Angeles ‘frenzied’ streets.

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 You will be assessed on the quality of your Writing.

‘Cycling is dangerous, hazardous and risky and so are cyclists: they should be regulated and road taxed like any other vehicle user.’

Write an essay in which you argue for *or* against this 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** 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 under 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 essay 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 i.e. the suggestion that cyclists are a problem and should be regulated; • Attempt to express an opinion which agrees or disagrees with this view of cyclists; • Support the opinion expressed with some basic arguments which may be anecdotal e.g. that cyclists are not a hazard nor are they a nuisance; • Conclude the essay.
<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 essay 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 essay possibly sustained by reiteration, e.g. by re-stating the focus of the ideas; • write a formal essay, 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 quotation suggests that there is a real problem with cyclists being a danger and a hazard and that action is needed to regulate them and make them pay for using the roads; • state clearly an opinion which either agrees with the views presented or disagrees. Offer an initial opinion concerning rules and laws for cyclists and taxing them for using the road; • support the opinions expressed, e.g. offer anecdotal and personal evidence that cyclists are a hazard and are a law unto themselves; alternatively, suggest, e.g. that compared with motorists, cyclists do not pollute the atmosphere and do not, usually, kill themselves or others. Offer an argument for or against regulating and road taxing cyclists which explores the implications; • attempt to present, or hint at, a wider view of the issue e.g. that cyclists should be more responsible or motorists more tolerant; • 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 essay e.g. by articulating ideas, schemes and plans; • write a formal essay, 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 essay e.g. by identify outcomes which lead to plans, schemes; • write a formal essay, 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 there is an increasing divide between some motorists who see cyclists as a dangerous hazard and the increasing number of people, including former motorists, who see cycling as a real alternative to cars. Show understanding of the proposals for regulation and taxation; • state clearly a point of view which addresses both an attitude to cyclists and to the issue of regulation and tax; • develop ideas in support of the expressed point of view using personal examples, carefully chosen anecdotes and perhaps hypothetical situations. Develop arguments and opinions which address the practicalities of regulating and taxing cyclists, or the impossibility and inappropriateness of so doing; • develop wider, more 'moral' arguments, e.g. suggesting that cycling is eco-friendly, helps protect the planet, that a bicycle is not a lethal weapon, cycling is healthy and life-enhancing; • alternatively, suggest e.g. that cyclists enjoy disproportionate benefits not available to the motorist which is not fair nor equitable, that there is no incentive for cyclists to act in a road worthy way and that, without regulation, the future will produce a situation of polarised mayhem which will be detrimental to society; • conclude the essay 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 essay, e.g. by specifying outcomes; • write a formal essay, 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**

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