



General Certificate of Secondary Education

English 3701

Specification B Paper 1H

Mark Scheme

2008 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.

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**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-Fiction
Higher Tier 3701/1H
MARK SCHEME 2008 Winter**

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 4, 5 and 6 of the pre-release booklet. Write about the news media techniques used in these extracts by responding to the following prompts:

- How does Matt Seaton employ facts and opinions to express his views in *It's a shard life, cycling*, on page 6? [AO 2(i), 2(ii), 2(iii)]
- Analyse some of the words and phrases used to engage the reader in the article, *Into Death Valley again*, by Stuart Hughes, on pages 4 and 5. [2(iv), 2(v)]
- Comment on the effectiveness of the pictures which accompany the article, *Into Death Valley again*, on pages 4 and 5. [2 (v)]
- Comment on the meaning and effectiveness of the titles, *It's a shard life, cycling* and *Into Death Valley again*. [2(v)]

(13 marks)

Specific AOs

This question tests all of the reading AOs as indicated in the question above.

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. 	<ul style="list-style-type: none"> • He says he's got nothing against bike lanes which is his opinion; • he says he smelled 'burned meat'; • the pictures show some men cycling; • the titles tell you about cycling and about the valley.
<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 make some cross-references; • shows some understanding of how the writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features. 	<ul style="list-style-type: none"> • He has nothing against bike lanes which is his opinion but he also uses figures to say that there is too much glass on the road; • he says 'smelled explosives and burned meat' about his leg which makes you imagine what it was like in the accident when he was blown up; • the first picture shows the man holding his false leg; the second picture shows the men cycling up a hill; • 'Death Valley' means that it is a desert and 'shard' life is like glass.

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. 	<ul style="list-style-type: none"> • His opinion about bike lanes is that he has nothing against them and that they are a good thing. He uses facts about the amount of glass from windscreens found in bike lanes, e.g. 1000 tonnes a year. He thinks this is bad; <p><i>One example each of a fact and opinion with some attempt at interpretation is enough for this level.</i></p> <ul style="list-style-type: none"> • 'I smelled explosives and burned meat' is a strong image because it's about the injury to his leg and the smell of his own body burning, this affects the reader because it is unpleasant and shocking. He also uses words like 'mangled', 'swollen', 'tender' which shows how painful his injuries were and which the reader can understand; • the first picture is unusual because he is holding his false leg which came off when he was riding. The other picture shows the part when they were cycling up a hill which was hard work; • the word 'shard' is like hard so it is saying that it's hard cycling with all the glass on the road. 'Death Valley' is where he cycled in America and it also refers to death which reminds us of the war when he was injured.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 Marks 10 -13</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>	<ul style="list-style-type: none"> • In the writer’s opinion bike lanes are a ‘good rather than a bad thing’ although there are problems with them and as long as he doesn’t <i>have</i> to use them. His opinion is also that drivers ‘have no idea’ why cyclists wobble in front of them. His other main implied opinion is that cyclists should not pay road tax because they pay council tax which pays for clearing up the ‘mess made by cars’. The facts employed relate to the amount of glass left on the road by motorists – 6% of windscreens replaced per year, 20000 tonnes of glass replaced of which 1000 tonnes is ‘dumped on our roads’; he suggests – as a fact – that cars ‘sweep’ broken glass into the paths of cyclists; it is also presented as a fact that cyclists pay council tax; • the senses are employed in ‘smelled explosives and burned meat’ in a shocking image of the man’s own injuries – the smell can be effectively imagined by the reader but usually in a different, domestic context. ‘tyres dissolving into melted chocolate’ is effective in explaining the extreme heat in Death Valley in the summer; ‘masochists’, ‘brutal’, ‘jagged’, ‘harsh’ are words which describe the gruelling, challenging, grim, punishing task of cycling through Death Valley. ‘Mount Whitney...loomed at our backs like a disapproving schoolteacher’ is a stern, forbidding image which would resonate with school children as well as the general reader. The descriptions of Furnace Creek’s ‘lush greens and fairways’ and the ‘arid, red-tinted’ mountains is an effective use of colour and the sense of sight because of the starkness of the visual contrast; • the picture of the writer holding his prosthetic leg is arresting, links to part of the article and is also amusing because it is so unusual and clearly a matter about which he is relaxed and self-deprecating; this picture also shows details of the place – the elevation and ruggedness of the country. His bicycle is propped by a post to remind us of what he is doing and that it is an article about cycling. The other picture shows the hard work of cycling up hill, is also linked to the article and shows the arid, desolate countryside of Death Valley with its mountains and desert scrubland. The two riders seem very alone despite the fact that they are clearly on a main, well surfaced road; • ‘Shard’ is a pun on hard-and ‘it’s a hard life’, cycling, because of all the shards – or pieces of broken glass – strewn in the way of cyclists. The pun succinctly sums up the point of the article. Death Valley is the name of the place in America which the writer rode through for charity but the word ‘again’ suggests he has already been to a valley of death where his injuries took place in Iraq. The title is referred to at the end of the article where the phrase refers to all of the places where there are land mines which cause death. His charity helps to ‘get rid’ of these valleys of death. The title, therefore, effectively refers to a number of issues related to the article.

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, *Every Second Counts*, on the page opposite.

Now write about the text:

- describing what you learn about the writer's life [AO 2(i), 2 (iv)]
- explaining the writer's thoughts about survival [AO 2(iii), 2(iv)]
- analysing the way the writer has used words and phrases effectively. [2(iv), 2(v)]

(14 marks)

Specific

This question tests the reading AOs as indicated in the question above.

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. 	<ul style="list-style-type: none"> • The writer had cancer and won the Tour de France; • he survived and made a successful comeback; • 'The most gruelling sporting event in the world'.
<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 make 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. 	<ul style="list-style-type: none"> • The writer had cancer when he was 25 which he got over. He won the Tour de France cycle race four times; • he says he 'survived cancer again, and again, and again, and again' and that if he can survive then others can too; • he uses the words 'pitched back' which means that he died but then came back again which is interesting for the reader.

<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.	<ul style="list-style-type: none">• The writer underwent two operations and chemotherapy to get rid of his cancer when he was 25. He has raced in the Tour de France, 'the best use of myself has been to race in the Tour de France'. He has won four times. He is worried about being sick again and has an uneasy reaction to hospitals. He has launched a Foundation to help people;• he says that just finishing a Tour de France proved that he'd survived cancer and 'therefore others can survive too'. He thinks finishing the Tour de France 'is a demonstration of survival' because it is a very hard race and is like a battle and that it is 'very much like living';• 'Pitched back' is effective because it sounds like he has been thrown back to the world of the living after almost dying. The Tour de France is described as a list, 'village to village, along its shores, across its bridges up and over the mountain peaks' which makes you realise how challenging and long it was.
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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. 	<ul style="list-style-type: none"> • We learn that the writer ‘almost died’ when he had cancer at the age of 25. He needed two operations and chemotherapy after which he was ‘pitched back’ into ‘the world of the living’. He wrote a book about death. He says ‘the best use of myself has been to race in the Tour de France’. He has won the race four times, including the fastest time in 1999 after his illness. He has learned lessons from his illness: ‘pain is temporary. Quitting lasts forever’. He has concerns about being sick again and has an uneasy reaction to hospitals. He experienced a post-traumatic state which he called ‘survivorship’ and he set up The Lance Armstrong Foundation to help people with a similar problem; • he says that when he wins a race it proves that he can survive – ‘and therefore that others can survive too’, so he is concerned about others who have had a deadly illness. He is able to demonstrate his own survival by ‘finishing the Tour de France’ because it is a test of stamina and the idea of not quitting. His problem about survival lies in the fact that the cancer might come back, which he fears and his unpleasant thoughts about hospitals which seem to haunt him. He calls these issues ‘survivorship’ and made it the ‘core of the foundation’ he set up. He wants to help others with survivorship problems which shows he cares about other people’s suffering; he wants to give them personal and practical help about how to survive and so make the best of their lives which shows he is grateful for his survival and wants to pass on his experiences; • the phrase ‘pitched back’ is effective, suggesting that the writer was not ready for death and so was sent back or rejected. The technical language ‘carcinoma’ and ‘chemotherapy’ makes the illness seem desperate and deadly. The description of the Tour de France is vivid and the word ‘gruelling’ and the phrase ‘matchless stamina’ helps the reader understand the exhausting and challenging nature of the race. The phrase ‘daily festival of human suffering’ is an effective hyperbole which reinforces the stress, discomfort, agony, anguish of the race. The senses are used to explain the uneasy reaction to hospitals which would resonate with any reader who has been to hospital, e.g. ‘pale, like they didn’t have quite enough blood in their bodies’ is a ghoulish or ghost like simile. Similarly, ‘crackle, crackle, wrinkle, wrinkle’ is onomatopoeic, makes the reader uneasy but is also vaguely humorous.

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.

Life is full of challenges, whether to do with work, sport, personal achievement or relationships.

Write an article which argues that it is better to fight and survive than to quit.

(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 0-3 marks</p> <ul style="list-style-type: none"> • Communicate few ideas with limited success; • engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question; • show limited awareness of the purpose and intention of writing the article e.g. by stating simple ideas; • register may vary between formal and colloquial or slang, sustaining neither; • use of devices such as the rhetorical question, lists may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of argumentative or advisory 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 there are challenges in life which have to be dealt with; • show some basic understanding of the idea that it is better to face them than run away from them; • offer some examples to support the view employing anecdote or personal experience; • conclude the article.
<p>Communication Level 1b 4-6 marks</p> <ul style="list-style-type: none"> • Communicate ideas with some success; • engage the reader by presenting an advisory 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 article e.g. by stating a number of related ideas; • register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. vaguely supportive; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately; • use limited vocabulary but including argumentative persuasive markers e.g. ‘One idea is...’. <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 7-9 marks</p> <ul style="list-style-type: none"> • Write in a way which shows clarity of thought and communicates with some success; • engage the reader by presenting a point of view with some reasoning and some advisory and persuasive ideas, e.g. make reference to the topic, the consequences and implications; • state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by re-stating the focus of the ideas; • write a formal article, the tone of which is appropriately serious, employ e.g. assertion, reason, enthusiasm; • use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much; • use some words effectively including argumentative/persuasive markers e.g. 'looking to the future', 'regeneration', 'taking control'. <p>Organisation of Ideas Level 2a</p> <ul style="list-style-type: none"> • Use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue; • present developed ideas which hold together. 	<p>Content-related descriptors for levels 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 there are problems and challenges in life which come from different sources, introduce some examples; • show understanding of the view that it is better to face the challenges and overcome them than to run away and admit defeat; • develop the argument with well chosen examples such as overcoming a disability, meeting a sporting challenge with success; • employ anecdote and personal experience in an appropriate way. Offer, perhaps, examples of 'quitting' to show the weakness of so doing; • begin to show an ability to widen the response to the issue which takes a more moral, world view than an anecdotal one e.g. some of the global challenges of today; • conclude in a rounded way.

Communication Level 2b
10-12 marks

- Write in a way which shows clarity of thought and communicates with success;
- engage the reader with more detailed argument and persuasive, advisory ideas, e.g. make reference to consequences, implications, opportunities;
- clearly state and sustain the purpose and intention of writing the article e.g. by articulating ideas, schemes and plans;
- write a formal article, the tone of which is appropriately serious and which may show subtlety, employ e.g. emphasis, assertion, reason, emotive language;
- use devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including argumentative persuasive markers e.g. 'opportunity', 'seizing the moment', making a difference'.

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.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 3a 13-15 marks</p> <ul style="list-style-type: none"> • Write in a way which shows clarity of thought and communicates in a convincing way; • engage the reader with a variety of developed and persuasive and advisory ideas, some attempt at abstract concepts, vivid detail, e.g. employ verbal illustrations, refer to consequences of in-action; • make clear and sustain purpose and intention of writing the article e.g. by identify outcomes which lead to plans, schemes; • write a formal article, the tone of which is appropriately serious but also perhaps subtly emotional in its appeal; • use devices such as the rhetorical question, humour and irony which may influence the reader; • show appropriate use of more interesting words including emotional/persuasive markers e.g. 'It is your responsibility', '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 good grasp of the topic and the issue that everybody, at whatever age or stage in life, confronts challenges and issues from a variety of sources both personal and public; • show understanding of the contention that 'quitting' is an unacceptable response, is cowardly and defeatist, whereas facing up to challenges and overcoming them is heroic and life-enhancing; • offer some clear and persuasive examples, not only from personal experience but from the experiences of others, perhaps well known, which supports the view; • develop ideas which span a number of issues, e.g. overcoming a phobia, overcoming a dislike of somebody, succeeding at a sport or a relationship, overcoming a disability. Offer and discuss ideas and examples which show the paucity of defeatism; • develop ideas in support of the views expressed which include wider, moral aspects of the issue, such as the challenges of history which if not faced would have had dire consequences or current global challenges which still might; • conclude in a rounded and poignant way.

Communication Level 3b
16-18 marks

- 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, advisory alternatives, abstract concepts, vivid detail, e.g. make a moral appeal, invoke finer feelings;
- make and sustain clearly the purpose, intention and objective of writing the article, e.g. by specifying outcomes, building plans;
- write a formal article, the tone of which is appropriately serious but also manipulative and subtle, employ e.g. assertion, reason, sophistication;
- use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way;
- show control of an extensive, appropriate vocabulary marking e.g. 'Surely it is reasonable to expect....', 'Taking the global view...', 'In the context of the 21st century....',

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 a mark of 18, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language

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
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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)			✓