



General Certificate of Secondary Education

English 3701 *Specification B*

Paper 1 Higher Tier

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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.

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**SPECIFICATION B ENGLISH 3701
Paper 1 Media and Non-Fiction
Higher Tier 3701/1H
MARK SCHEME 2009 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 mark range 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

01 Media Texts

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

- How have the writers of *An ominous warning from above* on page 4 used facts and opinions to help explain the points they are making? [AOs 2(i), 2(ii), 2(iii)]
- Explain how Robin McKie has made the text of his article, *Decades of devastation ahead as global warming melts the Alps* on page 5 vivid and entertaining by analysing some of the words and phrases he has used. [AOs 2(i), 2(iv), 2(v)]
- Comment on the effectiveness of the pictures which accompany the article *An ominous warning from above* on page 4. [AO 2(i), 2(v)]
- Comment on the meaning and effectiveness of the title and sub-title Robin McKie has used for his article on page 5. [AO 2(i), 2(v)]

(13 marks)

Specific

Examiners are required to consider how far candidates:

- Interpret fears with understanding; (AO2(i))
- Follow an **argument** and **distinguish opinion**; (AO2(ii) and 2(iii))
- **Select** appropriate references and extend comment; (AO2(iv))
- Evaluate the use of **language and layout** in the **presentation of information**. (AO2(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. 	<ul style="list-style-type: none"> • They say that the ice on the mountain is melting; • He says it was a 'nightmare'; • The pictures show two men and a mountain; • It says 'global warming' and 'melts' which makes you want to read on.
<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"> • The writers' opinion is that Everest is 'ravaged by climate change'; they say that 'The base camp where Sir Edmund and Norgay Tenzing began their ascent is 40 metres lower than it was in 1953' and this is a fact; • He says 'their balmy morning climb turned into a nightmare' which makes you understand how a nice day changed into something bad; • The picture shows Edmund Hillary and Tenzing Norgay smiling and it also shows Mount Everest; • The headline has the idea of global warming causing devastation which makes us worried.

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 Media 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"> • It is an opinion that 'the mountain is so ravaged by climate change' that Sir Edmund Hilary and Tenzing Norgay would 'no longer recognise it'; what the scientists believe –that 'the mountain could be barren rock by 2050' is also an opinion. It is a fact that 'base camp ...is 40 metres lower that it was in 1953'; it is also a fact that this is 'because the ice is melting from the top and side' At this level the quote, 'Climate change is happening. This is a fact.' may be presented as a fact and should be rewarded; <i>Candidates who present the points but do not specifically identify which is fact and which is opinion should be rewarded.</i> • The word 'balmy' suggests that the day was pleasant and sunny but then because of the avalanche it turned into a 'nightmare' which means it was frightening. The word 'hurtled' shows how fast the boulders were coming down the mountain and 'cowering' shows that they were scared; • One picture shows a mountain which we assume includes Everest. It links with the article because it is the mountain that is melting. The two men are named in the caption, they are smiling because they have just climbed the mountain; • The headline uses alliteration to attract the reader with 'Decades' and 'Devastation'. The idea of the Alps melting is dramatic and will engage the reader.

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"> • The writers are expressing facts and opinions through the views of Peter Hillary and Jamling Tenzing, sons of the famous mountaineers, who are warning about the effects of climate change on Mount Everest. That 'the mountain is now so ravaged by climate change that they would not recognise it' is an opinion; that 'global warming...is threatening the lives of billions of people' is also an opinion; the quote, 'if vast new lakes formed by the melted ice burst...' is a supposition and, so not a fact. What 'Scientists believe...' are also opinions. The position of Base Camp – '40 metres lower than it was' and '5280 metres' when it used to be '5320 metres' are facts. The statement that 'For Sherpas living on Mount Everest this is something they can see every day' is a fact. The quote, 'Climate change is happening. This is a fact.' is not a fact and candidates who see and comment on this should be rewarded well; <i>Candidates may not specifically identify 'facts' and 'opinions' but should still be rewarded at this level for their insights.</i> • 'The balmy morning climb turned into a nightmare' is vivid because 'balmy' suggests quite, calm, warm and safe but when the avalanche happened it was an horrific, frightening nightmare. Interesting words like 'cowering' show that they were scared, retreating under cover and a 'rain' of boulders gives an image that there were thousands of rocks coming out of the sky like a rain shower. The word 'ricocheted' suggests bullets from a gun and presents the idea of their being under a life-threatening attack and this is reflected in the use of the word 'triggering' in, 'distant thunder and billowing dust betrayed the triggering...'. Other phrases – 'massive rockfall thundered', 'hauled', 'battered' add to the sense of a war-like attack and danger and reinforces the 'dramatic' destruction and 'disintegration' of the mountain. The phrase 'crown jewel of the Alps' is a romantic idea, effective because the precious mountain is destroying itself and 'hanging like a cargo of fragile china dolls' emphasises how fragile they were against the mighty mountain's avalanche; • The top picture is effective because it illustrates the article by showing the mountain range which (we assume) includes Everest. We can imagine the mountain in the picture melting because we can see an image of it. Alternatively, it may be any mountain range which simply adds some drama to the article as the mountains are snow covered and rugged. The other picture shows the fathers of the two men whose views feature in the article. These are the mountaineer heroes who conquered Everest. They are happy and proud. If the pictures are of the same time, they effectively remind us of how things used to be; • The headline uses a number of devices – the alliteration in 'Decade' and 'devastation' will engage the reader. The idea of the Alps melting is a dramatic hyperbole but is the subject of the article. There is a clever pun with the words 'mountain of trouble' which is clever because 'mountain' has a double meaning i.e. lots of trouble and trouble for the Mattahorn. The word 'rocked' is also a pun because it means both 'shaken' and 'boulders' and each is referred to in 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.

02 Non-fiction Text

Read the non-fiction text, *The Everest Icefall*, on the page opposite.

Now write about the text:

- describing some of the things you learn about the Everest icefall [AO 2(i), 2(iv)]
- explaining some of the thoughts and feelings expressed by the writer in the text [AO 2(iii), 2(iv)]
- analysing how the writer has used words and phrases in an interesting and engaging way. [AO2 (iv), (v)]

(14 marks)

Specific AOs

Examiners are required to consider how far candidates:

- **interpret** texts with understanding; (AO2(ii))
- follow an **argument**, identifying implications; (AO2(iii))
- **select** appropriate references to support and comment; (AO2(ii) and 2(iii))
- **evaluate** the use of **language and layout** in the **presentation of information**. (AO2(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; • 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 use language and structure. 	<ul style="list-style-type: none"> • There was a lot of ice and it was an empty place; • He did not enjoy the first climb of the icefall; • It says 'My snow goggles were nearly always steamed up' which is funny.
<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; • 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"> • We learn that the ice fall is an empty place that, 'rises two thousand feet or more and is about two miles long'; • He felt clumsy as he moved off. He felt 'It would be foolish to say that I enjoyed this first climbing of the icefall', so he didn't enjoy it; • Some of the ice blocks were 'as big as houses'. This gives a good picture of the ice.

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; • makes appropriate references to the Non-fiction text; • 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"> • We learn that the ice fall rises 'two thousand feet or more and is two miles long'. There are huge blocks of ice, 'some as big as houses'; the ice was slowly moving with 'high mountain walls' on either side; • The writer felt it was time to 'see something of life higher on the mountain'; he felt his movements were clumsy as he moved off but he says he 'took a determined grip upon my ice-axe'. He felt the climb was a hard trudge and that he didn't enjoy the climb; • The ice is described as a 'mess of confused ice-blocks, some as big as houses' this makes it sound like the ice is scattered on the ground and the blocks are huge. It says it was 'like some vast attic of ice' – a big room at the top of a house full of 'cold icy junk' which also makes it seem messy and freezing.

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; • makes perceptive references to the Non-fiction text; • 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>	<ul style="list-style-type: none"> • The icefall is approached through the debris of the glacier and is in a 'jumbled and empty place'. It rises two thousand feet and is an 'indescribable mess of confused ice-blocks'. Some of the ice-blocks are 'as big as houses', they are in fantastically strange shapes like 'obelisks' or 'stone figures'. There is nothing to see but ice – standing, 'toppling drunkenly sideways', 'already fallen' or about to fall and lying in 'sparkling heaps'; ice with crevasses the size of whales, ice in shapes that look like the inside of some vast attic 'at the top of a frozen house'. We learn that all of this ice was slowly moving 'so that it creaked and cracked'. On each side of the icefall we learn that there were high mountain walls which squeezed 'the icefall together', and from where 'avalanches came tumbling down'; • The writer felt that the runners taking his reports were working well. He thought it was time to 'see something of life higher on the mountain'. He felt his movements were clumsy as they roped up and proceeded. He felt awkward and inept because his equipment was tangled, ill-fitting and his bootlaces untied; nevertheless he felt determined. He says that it would be foolish to say that he felt enjoyment on the climb; he felt ill-acclimatized but he felt there was a 'grave fascination to our progress'. He felt impressed and fascinated by the vastness of the ice. He thought that the 'trudging' was a 'breathless process' for a newcomer like him. He felt 'hemmed in and vaguely threatened' as the icefall narrowed and the rocks loomed; • In the first part, phrases like, 'shifting dangers', 'brittle icelane' and 'the debris of the glacier' give the reader a sense of a cold and hazardous climb. The word 'grave' in 'grave fascination' has a hint of danger or even death. The description of the ice on the icefall is engaging because it makes it seem haphazard, scattered and like litter with phrases such as, 'confused ice-blocks', 'lying shattered', 'drunkenly sideways' but also magnificent and architectural with, 'like minarets, obelisks or the stone figures on Easter Island' and 'like some vast attic, at the top of a frozen house, full of the cold icy junk of generations'. Other interesting images which explain the hugeness of the ice are, 'deep, pale-blue gulfs, like the insides of whales' and 'shapeless masses, in alleys and corridors and cavities' – the last of which links back to architecture and buildings. The words 'creaked and cracked' are onomatopoeic and give an eerie sense of peril, and the everyday image of the toothpaste squeezed through the nozzle helps the reader imagine the rock wall closing in on the toothpaste ice.

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

You will be assessed on the quality of your Writing.

- 03** A recent report has pointed out the dangers and risks to young people in travelling and seeking adventure, for example during a gap year. They would be better off watching it on television or experiencing it, virtually, on the Internet.

Write an essay in which you advise young people **either** to pursue adventure **or** to stay at home.
(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 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, that there are risks with young people seeking adventure; • Decide which is best – to stay home or to go travelling; • Offer some support for the views given, probably by way of anecdote or supposition; • Conclude the essay.
<p>Communication Level 1b 4-6 marks</p> <ul style="list-style-type: none"> • Communicate ideas with some success; • engage the reader by presenting a point of view with some reasoning and persuasive ideas – though links in arguments may be tenuous, e.g. make reference to the issue and its 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 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 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', 'responsibility', 'taking control'. <p>Organisation of Ideas Level 2a</p> <ul style="list-style-type: none"> • Use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue; • present developed ideas which hold together. 	<p>Content-related descriptors for 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, the advice in the report, is understood, that there are risks and dangers to young people seeking travel abroad and other kinds of adventure. Furthermore, that television and the internet do offer knowledge and understanding of wild places which we can enjoy from home; • State a clear point of view in relation to the topic – that there really are risks, or that there is no substitute for real life experiences even if they do present dangers and challenges; • Develop the point of view with evidence which may be anecdotal or suppositional in part and which develops into advice to young people either e.g. to take sensible precautions and enjoy the thrill of travelling and adventure or, e.g. to save their money and pursue other activities, leaving the adventure to the professionals; • Attempt to hint at wider, moral issues – e.g. that it is right to 'get out', not 'stay in' when you are young; • Conclude the essay.

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 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';

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 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 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 full understanding of the topic as presented in the quotation which is that the internet and 'professional', paid for TV travellers have rendered the seeking of adventure and travel redundant for ordinary people; • Also show understanding of the more serious point that such travel by young people – often in the 'gap year' experience has become more hazardous as the world has become more dangerous; • Express a point of view which will lead to or incorporate advice, concerning the topic, for example that TV travelogues are just a vicarious experience which are not in any sense real and possibly even annoying and that internet experiences can be more hazardous than anything else; • Alternatively develop arguments which lead to advising young people that there are risks, worries and horrors which await the inexperienced back-packer and that the advantages of the 'gap year' experience is an unfortunate myth which should be dispelled; • Widen the response by suggesting e.g. that young people owe it to themselves to seek adventure in order to make them a whole person or that the world is a better place if touched by other cultures working behind the bar; • Conclude the essay in a successful 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, 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, building plans;
- 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....',

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

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