



General Certificate of Secondary Education

English 3703

Specification B (Mature) Paper 1H

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 MATURE 3703
Paper 1 Media and Non-fiction
Higher Tier 3703/1H
Mark Scheme
Summer 2009

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

01 Media Texts

In your pre-release booklet look again at *Gears of War* on page 10 and at *Women in the frontline against poverty and human rights abuse* on page 4.

These texts present different views of heroism and courage.

How is the subject matter conveyed to the reader in these media texts?

Write about the following:

- the content of each text
- the use of fact and opinion in each text
- presentational devices in each text.

(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 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 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 0-3 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, insight and understanding of the content of the 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><i>Gears of War</i></p> <ul style="list-style-type: none"> • it is an advert for a game • the game involves war and heroism • the game is set in the future • the image is interesting • there is a good use of colour <p><i>'Women in the frontline...'</i></p> <ul style="list-style-type: none"> • this is a report in a newspaper/magazine • it has a very disturbing picture in it • it deals with the actions of women demonstrators • the article contains lots of facts
<p>Level 2 4-6 marks</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, insight and understanding of the content of the 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 intended effect, often through simple identification of features. 	<p><i>Gears of War</i></p> <ul style="list-style-type: none"> • there is little factual content • the advert is probably aimed at younger people • the advert uses an imaginary situation • the design of the advert is very effective, especially the use of colour • the main image is that of conflict • the language is interesting <p><i>'Women in the frontline...'</i></p> <ul style="list-style-type: none"> • the article deals with a political situation • some women demonstrators and activists are suffering • the article is based on a report and contains factual information • the picture is very dramatic • the layout is very straightforward • the headline is not particularly eye-catching or appealing

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 7-9 marks</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 text(s); • makes appropriate references to the text(s); • 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 effect. 	<p><i>Gears of War</i></p> <ul style="list-style-type: none"> • there is little factual content although a character is named • the advert is probably aimed at younger people, and probably males • the advert uses an imaginary situation involving a threat to mankind • the design of the advert is very effective, especially the use of colour, the heavy use of black linking to 'The Dark' in the strapline • the main image is that of conflict between the putative hero and a massed threat • the language matches the genre of the game <p><i>'Women in the frontline...'</i></p> <ul style="list-style-type: none"> • the article deals with a political situation against which the women in the article are demonstrating • some women demonstrators and activists have been subjected to mistreatment and abuse (examples may be quoted) • the article is based on a report by Amnesty and contains factual information including a failed attempt by AI to raise the issue with the government. • the picture is very dramatic and would appeal to readers of the article • the layout is very straightforward because the content is so serious • the headline is not particularly eye-catching or appealing but would interest readers of the magazine

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 texts; • makes perceptive references to text(s); • 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 effect. <p>For the mark of 13, candidates should display consummate ability in the skills cited above, together with sustained sensitivity to language.</p>	<p><i>Gears of War</i></p> <ul style="list-style-type: none"> • there is little factual content although a character is named • the advert is probably aimed at younger people, and probably males • the advert involves an imaginary situation involving a threat to mankind that is conveyed through brief but effective detail • the design of the advert is very effective, especially the use of colour, the heavy use of black linking to ‘The Dark’ in the strapline and carrying the apocalyptic message • the main image is that of conflict between the putative hero and a massed threat whose hands reach out indicating aggression or possibly helplessness • the language is very well-crafted and matches the genre of the game with genre specific nomenclature ‘The Locust Horde’ • sentence length varies for effect and is meant to read like a film trailer <p><i>‘Women in the frontline...’</i></p> <ul style="list-style-type: none"> • the article deals with a political situation against which the women mentioned in the article are demonstrating and clearly sides with the women • some women demonstrators and activists have been subjected to mistreatment and abuse (examples may be quoted) and this is emphasized in the use of emotive language (e.g. ‘brutal force’) • the article is based on a report by Amnesty and contains factual information although it tends to be on a general level • a specific demonstration is mentioned • the failed attempt by AI to raise the issue with the government provides a highly appropriate conclusion • the picture is very dramatic and would appeal to readers of the article in the representation of violence against a woman • the layout which is very straightforward is a good pointer to the main elements of content • the headline is not particularly eye-catching or appealing but would interest readers of the magazine because it relies on key words and phrases such as ‘poverty’ and ‘human rights abuse’

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 comments on ways language varies and changes.

02 Non-Fiction Texts

Read the extract on the opposite page, which comes from Lytton Strachey's book, *Eminent Victorians*. The subject of the extract is Florence Nightingale, who had set up a military hospital in Scutari during the Crimean War.

What does Strachey tell us about Florence Nightingale in this extract? What aspects of language does Strachey employ to convey his feelings for his subject?

(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 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 mark range 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. The **Content-Related** descriptors present features and examples, some of which candidates might refer to 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 0-3 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, insight and understanding of the content of the 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 and structure. 	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract deals with Florence Nightingale • she worked hard and was determined • she lived for a long time after the Crimean War • Strachey seems to admire Florence Nightingale • the passage is interesting and uses language in a good way
<p>Level 2 4-6 marks</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, insight and understanding of the content of the 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 intended effect, often through simple identification of features. 	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract gives us information about the career of Florence Nightingale • it is meant to point out how important her work after the Crimean War was • it tells a dramatic story • it shows Florence Nightingale's determination and courage • Strachey admires his subject • he uses emotive language • Strachey emphasizes his points through his use of language

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 7-9 marks</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 text(s); • makes appropriate references to the text(s); • 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 effect. 	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract gives us some information about the career of Florence Nightingale by referring to specific aspects of her life • it is meant to point out how important her work after the Crimean War was as well as giving some idea of Florence Nightingale's own views • it tells a dramatic story, particularly in the second paragraph • it shows Florence Nightingale's determination and courage by showing her struggle against illness and circumstance • Strachey clearly admires his subject in the way he presents his content • he uses emotive language effectively in specific words and phrases e.g. 'shattered state of health' 'terrible attacks' • Strachey emphasizes his points through his use of language, especially the use of questions and repetition

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 10-14 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 texts; • makes perceptive references to text(s); • 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 effect. <p>For the marks of 13 - 14, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</p>	<p>Indicative points</p> <ul style="list-style-type: none"> • the extract uses information about the career of Florence Nightingale to enable the writer to get across his feelings for his subject • the extract emphasises the difference between reality and popular myth and assumption • it tells a dramatic story, particularly in the second paragraph where the sentence structure and pace have a very strong impact on the reader • it shows Florence Nightingale’s determination and courage by detailing her struggle against illness and circumstance • Strachey clearly admires his subject although this is always implicit and there might even be a suggestion of vanity in the final sentence • he uses emotive language effectively in specific words and phrases e.g. ‘shattered state of health’ ‘terrible attacks’, although this is only part of a greater linguistic strategy in the extract • there is a massing of adjectives, adjectival phrases, adverbs and adverbial phrases such as ‘ceaseless’, ‘complete and prolonged’, ‘never’, ‘in vain’ • Strachey varies sentence length and function (e.g. the use of questions and short sentences) for real effect and the passage would gain from being read aloud • there is vigorous and exciting range of vocabulary that underpins the sense of rhetorical drive

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

03 Some people have said that we no longer have heroes or heroines, just celebrities.

Select someone you consider to be heroic. Write an article for a magazine, in which you argue your case, persuading readers that your subject has heroic qualities.

(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 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 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 added together.**

Remember that to be placed in a level a candidate's work **will satisfy some (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. For AO3(i)/(ii), the **Content-Related** descriptors present features and examples, to which candidates 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 0-3 marks</p> <p>Communication</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 simple definition of the topic; • may attempt an article, though register may vary between formal and colloquial or slang, sustaining neither; • use of devices such as the rhetorical question, or lists which may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of persuasive 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 quotation 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 of heroism has been understood • show that the focus of the talk is on arguing and persuading • express a straightforward point of view with some clarity using some words and phrases suitable for argument/persuasion • use some information and examples to illustrate the point of view put forward • make at least one valid point to support the position adopted with some conviction • establish closure, perhaps through a conclusion
<p>Communication Level 1b 4-6 marks</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate ideas with clarity and some success; • engage the reader by presenting persuasive ideas with some clear reasoning – though links in between different points may be tenuous, e.g. make reference to the issue and its consequences; • show awareness of the purpose and intention of writing the article e.g. by stating the writer’s views; • write an article though register may vary between formal and colloquial or slang, or the tone may be unvaried, e.g. relentlessly dogmatic; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately; • use limited vocabulary but including argumentative/persuasive markers e.g. ‘in the first place’, ‘finally’. <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, quotation or 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 the case with some reasoning and clear, persuasive ideas, • state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view; • write an article, the tone of which is appropriately serious but may lack subtlety, and modulation of tone; • 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. 'based on my experience'; 'many people say that...' <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 understanding that the article is concerned with arguing a case/persuading readers about the heroic qualities of an individual • state clearly the point of view which is to be put across to readers • offer examples, information, details to support the topic, e.g. through anecdotal evidence: examples which support the idea that the chosen individual has heroic qualities
<p>Level 2b Marks 10-12</p> <p>Communication</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 and implications; • clearly state and sustain the purpose and intention of writing the article e.g. by articulating evidence which conclusively persuades the reader; • write an article, the tone of which is appropriately serious and which may show subtlety and employ e.g. emphasis, assertion, reason; • use devices such as the rhetorical question, lists or hyperbole as appropriate; • use words effectively including argumentative/persuasive markers e.g. 'taking into account all the evidence...'; 'An even more convincing reason is...' <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. 	<ul style="list-style-type: none"> • present points in a coherent way to establish a logical sequence for argument/persuasion • begin to show ability to argue in an articulate way using more general ideas than just anecdote and specific example • present clearly expressed sense of closure

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 detailed, developed argument, a variety of persuasive ideas, some attempt at abstract concepts, relevant detail, e.g. employ facts and figures, if appropriate; • make clear and sustain purpose and intention of writing the article e.g. by identifying material which convinces the audience that the subject has heroic qualities; • write an article, the tone of which is appropriately serious but also manages to show a degree of manipulative subtlety; • use devices such as the rhetorical question, humour and irony which may influence the reader; • show appropriate use of more interesting words including confrontational/persuasive markers e.g. 'It goes without saying, given the evidence.....'. <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, quotation, as appropriate. 	<p>Content-Related descriptors for levels 3a and 3b Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show a complete grasp of the issue as presented within the article in a focused and relevant way • make sound points by ensuring that effective supporting material is presented without recourse to inappropriate anecdote or received opinion • give well-selected details which contribute to eloquent and sophisticated reasons for making the case that the chosen individual has heroic qualities • employ an effective vocabulary and syntax which allows a clear presentation and which establishes an eloquent command of the task • indicate some knowledge, or cite other sources, as a means of developing the argumentative/ persuasive function of the article
<p>Level 3b 16-18 marks Communication</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, precise and relevant detail, e.g. employ facts and figures, make a moral appeal, introduce an ironic tone at times; • make and sustain clearly the purpose, intention and objective of writing the article; • write an 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 in an effective and appropriate way; • show control of an extensive, appropriate vocabulary. 	

<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, quotation, bullet points, as appropriate;• present complex ideas in a thoroughly coherent way. <p>NB. For the mark of 18, candidates show consummate ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.</p>	<ul style="list-style-type: none">• offer more generalised points which might explore the broader aspects of the topic such as the idea that heroism has a moral and spiritual dimension• provide a satisfactory and clear sense of closure that is appropriate to the task
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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 MATURE (3703)**PAPER 1 HIGHER TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

Assessment Objectives	Questions		
	1	2	3
2(i)	✓	✓	
2(ii)	✓	✓	
2(iii)	✓	✓	
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓