



General Certificate of Secondary Education

English 3701 *Specification B*

Paper 1 Higher Tier

Mark Scheme

2009 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

Copyright © 2009 AQA and its licensors. All rights reserved.

COPYRIGHT

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

Set and published by the Assessment and Qualifications Alliance.



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

General

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

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

Assessment Objectives

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

READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

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

Section A: Reading Media and Non-fiction Texts

1 Media Texts

Remind yourself of the media extracts on pages 7 and 8 of the pre-release booklet. Write about the news media techniques used in these extracts by responding to the following:

- How has Simon Garfield used facts and opinions in *Living on thin ice* on page 8 to help explain the points he is making? [AO2(i), 2(ii), 2(iii)]
- Analyse some of the words and phrases used by Mick Hume to engage the reader in the text of the article, *My Temper is rising. Must be global warming*, on page 7. [AO2(iv), 2(v)]
- Comment on the effectiveness of the picture which accompanies the article, *Living on thin ice*, on page 8. [AO2 (v)]
- Comment on the meaning and effectiveness of the titles, *Living on thin ice* on page 8 and *My Temper is rising. Must be global warming* on page 7. [AO2(i), 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 'bears were a symbol of cold' which is an opinion; • He talks about a gun; • The picture shows some polar bears; • The titles tell you about ice and about global warming.
<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 says that the ice around polar bears 'is melting, and we are to blame' which is an opinion; • He says 'My temperature rises to the point where I want to reach for a gun' which shows how annoyed he is getting; • The picture shows two polar bears standing on some ice surrounded by water; • 'Thin ice' means it's melting and 'temper rising' is like getting warmer.

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"> • It is an opinion that 'it is our fault' that the ice is melting around the polar bears; other quotes which use 'may be', e.g. 'Polar bears may be feeding on fewer seals not just because of melting ice' are also opinion. It is a fact that the 'US Fish and Wildlife Service' is considering adding the Polar Bear to its list; • He says 'My temperature rises to the point where I want to reach for a gun' which shows how annoyed he gets about people going on about global warming. The phrase 'on the side of the angels' means a good thing and he uses 'crusade' to mean a fight and 'evil' to mean something bad; • The picture shows two polar bears standing on ice surrounded by water. They seem to be howling. It links with the article; • 'Living on thin ice' connects with the article because the ice is getting thinner, there's less of it. 'My temper is rising' is because he is getting angry which is what he is writing about.

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"> • It is a fact that, ‘At the end of December, the US Fish and Wildlife Service was considering adding the polar bear to its list of threatened species’ and that it will hold a second public hearing soon; it is a fact that the IPCC delivered a damning report...; it is a fact that ‘in some areas there is evidence that ice breaks up earlier than it did 30 years ago’ and that a polar bear cannot survive without large supplies of seal meat. Opinions include that, ‘not so long ago polar bears were a symbol of cold...’, also that ‘we are to blame’ for the melting ice. ‘That there are thought to be between 20,000 and 25000 polar bears...’ is an estimate and not a fact; that it ‘may be too late’ and that the polar bear ‘may not recover’ are suppositions and therefore opinions, not facts. These facts and opinions help explain the points about melting ice due to global warming. • Mick Hume employs humour, puns and satire to express his annoyance and frustration with the constant ‘hysteria’ about climate change. The phrase, ‘my temperature rises’ is a pun on the idea of global warming; leaving smaller carbon footprints is said to be ‘on the side of the angels’ meaning almost religiously good, next to God. ‘cooling or even freezing man-made development’ is another pun, because the words relate to the climate change debate. The idea of ‘...from scabbling in compost to cancelling holiday flights’ is satirical, combining two worthy ideas in a humorous image. He cleverly links ‘grounded’ to airports, ‘parked’ to roads, ‘demolished’ to housing schemes and ‘lights out’ to power stations, which has an ironic and humorous effect. Other effective words and phrases include – ‘standing still or turning the metre backwards’, ‘evil’ and ‘sinner’, ‘planetary life and death’, ‘civilisation freezes over’; • The picture shows two polar bears on ice surrounded by water. They appear to be howling. One interpretation is that they are stranded. One seems bigger than the other – maybe mother and cub. The ice is an amazing shape – almost a sculpture, in fact there are polar bear shapes in the ice. The picture is dramatic, maybe even tragic. Another interpretation is that there is no danger at all because polar bears are very good swimmers and climbers, so the picture was ‘posed’ for the purpose of the article; • Living on thin ice has a double meaning – the polar bears are literally on thin ice because it is melting; metaphorically we are all vulnerable because of the wider effects of climate change. In ‘My temper is rising. It must be global warming.’ the two short sentences are succinct and effective. The word ‘temper’ and the word ‘temperature’ are similar and therefore he has created a kind of pun. The title suggests getting hot-under the collar- which fits both the tone of the article and its subject.

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, *Scott's Last Expedition* on the page opposite.

Now write about the text:

- describing what you learn about Scott's expedition [AO2(i), 2 (iv)]
- explaining some of the writers' thoughts and feelings [AO2(iii), 2(iv)]
- analysing the effects of some of the vivid words and phrases the writers' have used. [AO2(iv), 2(v)]

(14 marks)

Specific AOs

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"> • Scott and his companions reached the South Pole but died on their return journey. • The writers found the hut interesting and the story of the men sad. • It says, 'magnificent wall of ice'
<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"> • Scott was an Antarctic explorer; his companion was Oates who was a hero. They died in the blizzards. Their hut can still be seen; • The writers show respect for the area. They say it is a difficult place to travel in. They think the story of the death of the men is sad; • They say the ice was a 'magnificent wall' which makes us think it was really big and impressive.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 7-9</p> <p>Key Words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the non-fiction text(s); • makes appropriate references to the non-fiction text(s); • shows clear ability to identify implications; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross-references in support of the answer; • shows clear understanding of how the writer(s) use language and structure to achieve their intended effect. 	<ul style="list-style-type: none"> • We learn about Scott's hut with the interior 'looking as it did in Scott's day' with the sleeping bags, pots and pans and tins of food as they would have been a hundred years ago. We learn that Scott achieved his goal of getting to the South Pole but that Roald Amundsen beat them by a few weeks. Oates, one of his men, was a hero who sacrificed himself. No one survived the expedition; • The writers feel respect for the area because it is a difficult and hazardous place. They feel impressed by the 'magnificent wall of ice'. They say that the story of the men is 'a sad, well-known story' so that he feels sorrow for them; • The phrase 'tongues of glacial ice and craggy terrain' makes us understand how harsh and difficult it was. When it says '...the discovery of the bodies of Scott, Wilson and Bowers on the Barrier' it is really shocking and dramatic.

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 writers are visiting Cape Evans, the site of Scott's base camp and hut for the expedition which was to be his last. The hut is 'twenty-five miles north of the Barrier's edge' – the men died trying to get back to it. We know what the hut would have looked like inside because it is 'an effective record of Antarctic exploration a hundred years ago'. We learn that the bodies of Scott, Wilson and Bowers were found on the Barrier and that they reached the South Pole in January 1912. We also learn that Roald Amundsen had beaten them to their goal 'by a few short weeks'. We learn the famous story of Captain Oates who, with gangrene and frostbite, walked 'willingly to his death in order to give his comrades a greater chance of survival'; • The writers feel respect and a certain awe for the place because it is 'extremely difficult' to travel through. They feel that the preservation of the hut is an 'effective record' but they think that it 'carries nothing of the spirit of the past' and so is disappointing. They feel admiration and some sadness for the plight of the men on the expedition, 'a sad and well-known story'. Knowing something of Oates, they are 'not surprised....' at his sacrifice. After leaving Scott's hut their spirits are 'momentarily low' because of the cruelty of the place and the harsh reality of it from which, they feel, there is no escape; • The phrases, 'magnificent wall of ice', 'tongues of glacial ice and craggy terrain' and 'hazardous and slow going' have the effect of making us understand how harsh, dangerous and stark the place was – 'tongues' makes us think of the ice sticking out, long and thin.. The phrases about the bodies of the men have a shocking and dramatic effect on the reader. The phrase about the hut, 'crushed beneath the burden of the tragedy it has come to represent' is effective because we are reminded that what happened was tragic and awful and remembering it is a sorrowful and a weighty 'burden' – especially if you are there. Other vivid words and phrases include 'severely taxed them physically', 'terrible' 'blizzards', 'raging blizzard', 'cruel and vicious', 'starkly'. 'white world' and 'harsh reality'. All of these relate to the extremity of the place, its alien nature and the writer's reaction to being there. The other important phrase is Oates' last words which have become the cliché of the hero.

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.

- 3** “There are no heroes any more, just celebrities and over-paid footballers.”

Write an article for a magazine which argues for **or** against the view that the idea of the hero has been overtaken by the cult of the celebrity.

(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 the following content features:</p> <ul style="list-style-type: none"> • Show that the topic is understood by making some comments about what the word ‘hero’ means and what the quote means about celebrities and footballers; • Give an example of a hero, possibly from the reading material or from anecdotal sources; • Attempt some argument in favour or against the idea that there are no longer heroes, only celebrities.
<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 the following content features:</p> <ul style="list-style-type: none"> • Show that the topic is understood, that the quote is suggesting that people do not do, or try to do, heroic things today – they are more interested in being, or hearing about celebrities; • Develop the ideas of the argument by presenting a clear point of view, e.g. that the quote is true – with examples from 'celebrities' many of whom have little to offer the world except bad behaviour, or, alternatively, that there are still heroes – in war and in sport who work hard and succeed against the odds; • Begin to develop a wider view, e.g. that the world would be a better place with fewer celebrities (and more heroes) as role models; • 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 the following content features:</p> <ul style="list-style-type: none"> • Show a good grasp of the topic - that the quotation is suggesting that there are no longer people who could be considered heroic – unselfish, daring, self-sacrificing - perhaps in the way suggested of Oates. Rather, that today the watchword and aspiration is celebrity, money and superficial fame; • Present a clear point of view that this cult of fame or notoriety is all that people are interested in hearing about or aspiring to; alternatively, that the superficiality of 'celebrity' is understood and that there are still real heroes and people who do heroic things; • Develop the argument with evidence, e.g. that there are awards every year for people who sacrifice themselves for others - either in one-off acts of bravery, or by devoting lots of their time for the less fortunate. Furthermore, there are people who undertake extremely dangerous exploits to further our understanding who can be called heroes - explorers, astronauts etc. as well as those who work with the sick and deprived at risk to themselves; • Alternatively, develop the argument that the quote is correct- that the media has produced a culture of celebrity and superficiality which has swamped decent behaviour and aspirations; • Offer a wider, moral view - perhaps presenting the argument that more should be done to promote 'heroic' actions and to publicise them. Also that newspapers and magazines should not glorify and promote appalling and mindless behaviour by well known people who offer nothing else to the world; • Conclude in a rounded 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
--

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