



**General Certificate of Secondary Education  
June 2010**

**English**

**3701/1H**

**Specification B**

**Higher Tier**

**Post-Standardisation**

**Mark Scheme**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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**SPECIFICATION B ENGLISH 3701  
Paper 1 Media and Non-Fiction  
Higher Tier 3701/1H  
MARK SCHEME 2010 Summer**

### **General**

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

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

### **Assessment Objectives**

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

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## 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

You will be assessed on the quality of your Reading.

#### 01 Media Texts

Remind yourself of the media extracts on pages 4 and 11 of the pre-release booklet.

Write about the news media techniques used in these extracts by responding to the following :

- How does Seb Coe use facts and opinions to support his ideas in the article *Olympic Dream: now it's our turn* on page 11?
- Explain how Simon Barnes has made his article *Something in the air tonight - as usual* on page 4, engaging for the reader by analysing some of the words and phrases he has used.
- Comment on the effectiveness of the picture which accompanies the article *Something in the air tonight - as usual* on page 4.
- Comment on the meaning and effectiveness of the title used by Simon Barnes on page 4 and the title used by Seb Coe on page 11.

(13 marks)

#### Specific AOs

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument** and **distinguish opinion**; (2(ii) and 2(iii))
- **select** appropriate references to support and extend comment; (2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v))

Award a mark out of **13** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** levels on the left-hand side of the page and the **Content-Related** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a level a candidate's work will **satisfy most (but not necessarily all) of the Skills-Related criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. The **Content-Related** descriptors present features and examples to which candidates might refer in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

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Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 1</b> <b>Marks 0-3</b></p> <p><b>Key words: ‘limited’</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation and understanding of the content of the Media texts;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to distinguish fact from opinion;</li> <li>• shows limited ability to follow argument;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writer(s) use language, structure and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• It is a fact that Rohullah Nikpai won a medal for taekwondo.</li> <li>• He says there is a ‘pall of smog’.</li> <li>• The picture shows some flags.</li> <li>• One title says about the Olympics and the other one about the air.</li> </ul>
<p><b>Level 2</b> <b>Marks 4-6</b></p> <p><b>Key words: ‘some’, ‘relevant’</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation and understanding of the content of the media texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to distinguish fact from opinion;</li> <li>• shows some ability to follow argument, and identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or makes some cross-references;</li> <li>• shows some understanding of how the writer(s) use language, structure and presentation to achieve their intended effect, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• It is a fact that Rohullah Nikpai won Afghanistan’s first ever Olympic medal; it is Coe’s opinion that in spite of the war Afghanistan has ‘athletes to be proud of’.</li> <li>• He says you have to ‘peer’ through the ‘pall of smog’ which makes you think the smog was thick and difficult to see through.</li> <li>• The picture shows the Olympic flag and the pale sun.</li> <li>• The title is about the dream of winning a medal at the Olympics; the other one is about the air being polluted.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 7-9</b></p> <p><b>Key Words: ‘clear’, ‘appropriate’</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Media texts;</li> <li>• makes appropriate references to the Media texts;</li> <li>• shows a clear ability to distinguish fact from opinion and begins to evaluate the presentation of information;</li> <li>• shows clear ability to follow appropriate argument, and identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross-references in support of the answer;</li> <li>• show clear understanding of how the writer(s) use language, structure and presentation to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• The facts presented are about Afghanistan winning its first medal – a bronze for taekwondo; and about Natalie du Toit, the disabled swimmer who succeeded in swimming against ‘able-bodied athletes’. It is Coe’s opinion that ‘Nipkai’s performance will make him a role model for other Afghans’ and that ‘sport has the power to unify and inspire change....’ all of which supports his view that sport is a good thing.</li> <li>• ‘The pall of smog that squats over this city’ is a vivid image; the smog sounds thick and unpleasant and like an animal that sits on or smothers the city. He personifies the sun by saying it went missing; also that he had a ‘three second sighting of it a couple of days back, but you had to be quick’. This emphasises the smoggy weather and lack of sun in a humorous, almost sarcastic way.</li> <li>• The picture shows the Olympic flags and a pale sun which links to the article. The sun is blotted out.</li> <li>• The Olympic dream is to succeed, which is what the article is about and ‘our turn’ will be in 2012; ‘Something in the air’ reminds us of various songs/adverts of the same name; it links with the article about the air at the Olympics.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 4</b> <b>Marks 10-13</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>• Offers a full and detailed interpretation, insight and understanding of the content of the Media texts;</li> <li>• makes perceptive references to texts;</li> <li>• shows in a detailed and perceptive way an ability to distinguish fact from opinion and evaluate the presentation of information;</li> <li>• shows a sustained ability to follow argument, identify implications and recognise inconsistencies;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• collates material and makes perceptive cross-references in support of the answer;</li> <li>• shows detailed understanding and sensitive appreciation of how the writer(s) use language, structure and presentation to achieve their intended effects.</li> </ul> <p><b>For the mark of 13, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</b></p>	<ul style="list-style-type: none"> <li>• Coe’s ideas relate to the ability of sport to ‘unify...to inspire change and...to cut across barriers and prejudices’; further, his view is that the London Olympics will ‘be no different’ in achieving this – these are opinions. Coe also believes that ‘sport is the hidden social worker in society.... a good educator, good health carer and good foreign policy’; these beliefs are part of Coe’s opinion about sport and his vision for the 2012 London games. He uses facts to support these ideas - the facts of the achievement of Nipkai who despite ‘events back home’ won Afghanistan’s first medal and the facts concerning Natalie du Toit training and achieving despite her disability.</li> <li>• There is an extended image concerning the sun: a ‘blue-sky day’ uses colour to describe and set the mood, ‘then the sun went missing’ uses personification as if the sun were a missing person; the ‘three second sighting’ sounds sarcastic as does the idea that the sun was so elusive you wouldn’t recognise it if you did see it; also the description of its wan and smothered state. The ‘silver-grey dome about half a mile across’ gives the impression of being shut in and sounds metallic and unhealthy reinforced by the idea of isolation ‘as if the world beyond doesn’t exist’. Other vivid words which engage the reader include ‘sensation-seekers’, ‘lethal smog’, ‘cloud ceiling of about zero feet’, ‘perpetual paranoid buzz of helicopters’, ‘sub-optimal conditions’, ‘famous and draconian measures’, ‘wild uplifting surge of the human spirit’. The image of the developed world trying to put the toothpaste back into the tube i.e. undo the environmental wrong they have done, whereas China is ‘stamping on the tube’ is a strong one and might be linked with the idea above it, that the world looks on at China’s achievements ‘and sucks its teeth’.</li> <li>• The picture is effective because it illustrates the points made in the article. The Olympic flags indicate the event and place being described, the sun is pale or sickly, all its brightness and power blotted out or smothered by the smog. It looks weak and insignificant - not recognisable as the sun at all. The silvery colour of the sky relates to the ‘silver-grey dome’ in the article. The flags hang limp and the picture is more depressing than uplifting.</li> <li>• The ‘Olympic dream’ refers to Coe’s vision and belief in the value of sport, the possibility of individual success and achievement and the opportunity he has as organiser to make the London Olympics a dream come true for the whole country. ‘Something in the air tonight’ is a pun on songs from the past including Phil Collins and refers to the polluting ‘particulate matter’ in the article. The ‘as usual’ refers to the extent of the problem Beijing was having with pollution during the Games. The title links with the article and the picture.</li> </ul>

## 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, *Travelling in China*, on the page opposite.

Now write about the text:

- describing some of the things you learn about Shengshan
  - explaining some of the writer's impressions of the place
  - analysing how the writer has used words and phrases in an effective and engaging way.
- (14 marks)

### Specific AOs

Examiners are required to consider how far candidates:

- **interpret** texts with understanding; (2(i))
- follow an **argument, identifying implication**; (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(iv) 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><b>Level 1</b> <b>Marks 0-3</b></p> <p><b>Key words: ‘limited’</b></p> <ul style="list-style-type: none"> <li>● Shows limited interpretation and understanding of the content of the Non-fiction text(s);</li> <li>● may offer copying or irrelevant quotation;</li> <li>● shows limited ability to select or quote material in support of the answer;</li> <li>● shows limited awareness of how the writer(s) use language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>● It is a fishing port in China.</li> <li>● He said it smelt of the sea but not in a good way.</li> <li>● It says ‘reek of seaweed’.</li> </ul>
<p><b>Level 2</b> <b>Marks 4-6</b></p> <p><b>Key words: ‘some’, ‘relevant’</b></p> <ul style="list-style-type: none"> <li>● Offers some relevant interpretation and understanding of the content of the Non-fiction text(s);</li> <li>● may offer paraphrase, narrative account or extended quotation at times;</li> <li>● shows some ability to identify implications relevant to the answer;</li> <li>● shows some ability to select or quote relevant material;</li> <li>● collates some material or makes some cross-references;</li> <li>● shows some understanding of how the writer(s) use language and structure to achieve their intended effect, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>● Shengshan is a fishing port in China where there is a lot of dead crabs. The people grow their own vegetables.</li> <li>● He said it smelt of the sea but not in a nice way – the ‘pungent stench of rotting crab’; it made him feel sick.</li> <li>● It says the crabs had their ‘guts spilling out’ which sounds revolting and makes the place seem unpleasant; ‘the clouds of flies’ makes it seem like there were thousands of them.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 7-9</b></p> <p><b>Key Words: ‘clear’, ‘appropriate’</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Non-fiction text(s);</li> <li>• makes appropriate references to the Non-fiction text(s);</li> <li>• shows clear ability to identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross-references in support of the answer;</li> <li>• shows clear understanding of how the writer(s) use language and structure to achieve their intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Shengshan is a fishing port where the men catch crabs which are ‘processed for export’. The women process mussels and the people make their homes on platforms of stones. They grow vegetables and dry their fish. There are lots of boats in the bay some of which seem rusty and are piled with equipment.</li> <li>• The writer’s main impression was of the smell, the ‘pungent stench of rotting crab’ and seaweed; he could smell it before he landed which shows how strong it was; the smell was everywhere because the remains of the dead crabs were piled up along the road; there were also the flies. It was unpleasant and made him feel sick – ‘I had to put a hand to my face to stop myself from retching’. Other impressions are more positive, like the way they build their houses and their gardens.</li> <li>• Describing the discarded shells as ‘their legs still attached and their guts spilling out were food for clouds of flies’ makes it seem gruesome and sickening. The ‘old hunchback’ woman with a ‘toothless grin’ seems deformed and a bit frightening even though she is grinning.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 4</b> <b>Marks 10-14</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>● Offers a full and detailed interpretation, insight and understanding of the content of the Non-fiction text(s);</li> <li>● makes perceptive references to the Non-fiction text(s);</li> <li>● evaluates the presentation of information;</li> <li>● shows a sustained ability to identify implications;</li> <li>● selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>● collates material and makes perceptive cross-references in support of the answer;</li> <li>● shows detailed understanding and sensitive appreciation of how the writer(s) use language and structure to achieve their intended effect.</li> </ul> <p><b>For a mark of 13 or 14, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language.</b></p>	<ul style="list-style-type: none"> <li>● We learn that Shengshan is a port where the men fish for crab and lobster. The catch is processed for export and the remains make an unpleasant stench. The women process mussels ‘from artificial beds’, some pulling them from the ropes and others ‘pick them up and crack them open’. The houses are made on ‘enormous platforms of close fitting stones’ and they cultivate their ‘plots of earth’ to produce vegetables and salad, the ‘tendrils’ of which trail over the roofs of the houses. They also make frames between the houses to spread out and dry fish. The bay is full of fishing boats with their equipment ‘a confused mess of steel hoops and nylon netting’. They fly prayer flags to seek protection because, as the men with ‘bandages around their heads and arms in a sling’ show, their work can be injurious.</li> <li>● There are both positive and negative impressions: the negative include the ‘pungent stench’ of rotting crab and seaweed which was evident ‘long before we landed’ but at its worst along the side of the road because the dead and putrefying remains lay ‘inches thick and yards wide’. This was so unpleasant as to make him feel sick; the impression of the dead claws caught by the wind was ‘ghoulish’. The impression of the old hunchback woman is also rather bizarre with her ‘gummy’ chewing and the flies behind her, but she also has a friendly ‘toothless grin’. He seems impressed at the way the houses are built and the gardens with their vegetables and salad growing; the shapes of the dried fish also make a positive, pictorial impression on him -he collects a souvenir from the pathways. He is impressed by the ‘confused mess’ of the hoops of netting used by the fishermen and the religious flags for protection but the main point here is his realisation that these fishermen were doing a dangerous job: ‘many men wore bandages on their heads or had an arm in a sling’.</li> <li>● ‘Stench’, ‘rotting’, ‘reek’, ‘smell’ are effective words and set the sensory tone for the start of the piece; ‘pervaded every nook and cranny of the island’ shows the extent of the ‘pungent stench’. The vivid picture of the ‘putrefying claws’ tugged by the wind ‘waving ghoulishly at me’ makes an unnatural, horrific image which fits with the death and destruction of the crushed crab shells. The ‘old hunchback’ woman with a ‘toothless grin’ is like a human form of the crabs - grotesque, decayed and unnatural. In contrast, the laid out gardens and ‘green tender leaves of lettuce’ seem like orderly nature and ‘bristled with tall canes of aubergines and beans’ gives the effect of plenty and well being. ‘Lines of white floats that looked like giant necklaces of pearls’ is an engaging image; the white pearls would also belong to the sea and the image is juxtaposed with the ‘ramshackle sampans’ and ‘rust-streaked trawlers’.</li> </ul>

## 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** Billions of pounds will be needed to host the London Olympic Games in 2012. There are people who believe that the money would be better spent tackling some of the issues facing our nation such as health, education and street crime.

Write an essay which argues for **or** against this point of view.

*(27 marks)*

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 18. The other is for AO3(iii), out of 9. The total available mark 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><b>AO3(i)/(ii)</b> <b>Communication Level 1a</b> <b>Marks 0-3</b></p> <ul style="list-style-type: none"> <li>• Communicate few ideas with limited success;</li> <li>• engage the reader in a limited way by reference to one or two ideas, e.g. make brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of writing the essay e.g. by stating simple ideas;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question, lists, may not be appropriate or effective;</li> <li>• limited vocabulary evident with arbitrary or little use of argumentative markers.</li> </ul> <p><b>Organisation of Ideas Level 1a</b></p> <ul style="list-style-type: none"> <li>• Show evidence of erratic paragraph structure; show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate.</li> </ul>	<p><b>Content-Related descriptors for Levels 1a and 1b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Show that the topic is understood, that the Games will cost a great deal of money.</li> <li>• Decide whether the cost is worth it perhaps based on the Reading materials.</li> <li>• Offer some support for the views given using anecdote or personal experience.</li> <li>• Conclude the essay.</li> </ul>
<p><b>Communication Level 1b</b> <b>Marks 4-6</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas with some success;</li> <li>• 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;</li> <li>• show awareness of the purpose and intention of writing the essay e.g. by stating a number of related ideas;</li> <li>• register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. vaguely supportive;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately;</li> <li>• use limited vocabulary but including argumentative persuasive markers e.g. 'opportunity', 'positive attitude'.</li> </ul> <p><b>Organisation of Ideas Level 1b</b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs which may enhance meaning;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 2a</b> <b>Marks 7-9</b></p> <ul style="list-style-type: none"> <li>● Write in a way which shows clarity of thought and communicates with some success;</li> <li>● 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;</li> <li>● state the purpose and intention of writing the essay possibly sustained by reiteration, e.g. by re-stating the focus of the ideas;</li> <li>● write a formal essay, the tone of which is appropriately serious, employ e.g. assertion, reason, enthusiasm;</li> <li>● use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much;</li> <li>● use some words effectively including argumentative/persuasive markers e.g. 'looking to the future', 'responsibility', 'taking control'.</li> </ul> <p><b>Organisation of Ideas Level 2a</b></p> <ul style="list-style-type: none"> <li>● Use paragraphs in a whole text;</li> <li>● use a variety of structural features e.g. different paragraph lengths, dialogue;</li> <li>● present developed ideas which hold together.</li> </ul> <p><b>Communication Level 2b</b> <b>Marks 10-12</b></p> <ul style="list-style-type: none"> <li>● Write in a way which shows clarity of thought and communicates with success;</li> <li>● engage the reader with more detailed argument and persuasive ideas, e.g. make reference to consequences, implications, opportunities;</li> <li>● clearly state and sustain the purpose and intention of writing the essay e.g. by articulating ideas, schemes and plans;</li> <li>● write a formal essay, the tone of which is appropriately serious and which may show subtlety, employing e.g. emphasis, assertion, reason, emotive language;</li> <li>● use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>● use words effectively including argumentative/persuasive markers e.g. 'opportunity', 'seizing the moment', 'making a difference'.</li> </ul> <p><b>Organisation of Ideas Level 2b</b></p> <ul style="list-style-type: none"> <li>● Employ paragraphs effectively in a whole text;</li> <li>● use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate;</li> <li>● present well thought out and developed ideas in sentences.</li> </ul>	<p><b>Content-Related descriptors for Levels 2a and 2b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>● Show that the topic is fully understood, that providing for the London Olympics will cost a great deal of money. Furthermore, that there are other issues which also cost money and these may need to be set aside.</li> <li>● State a clear point of view in relation to the topic - that either the Games are important enough for the cost to be borne or that the real issues about society are being sacrificed.</li> <li>● Develop the point of view with evidence which may be anecdotal or suppositional in part, e.g. describe aspects of the prestige, sporting excellence and facilities to be enjoyed by having the Games. Alternatively, that better health facilities and stopping knife crime are more important.</li> <li>● Attempt to hint at wider, moral issues, e.g. the Olympic spirit or the responsibility we have to citizens.</li> <li>● Conclude the essay.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b>  <b>Communication Level 3a</b>  <b>Marks 13-15</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in a convincing way;</li> <li>• 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 inaction;</li> <li>• make clear and sustain purpose and intention of writing the essay e.g. by identifying outcomes which lead to plans, schemes;</li> <li>• write a formal essay, the tone of which is appropriately serious but also perhaps subtly emotional in its appeal;</li> <li>• use devices such as the rhetorical question, humour and irony which may influence the reader;</li> <li>• show appropriate use of more interesting words including emotional/persuasive markers e.g. 'It is your responsibility', 'It is only reasonable that...'</li> </ul> <p><b>Organisation of Ideas Level 3a</b></p> <ul style="list-style-type: none"> <li>• Write a whole text in continuous prose;</li> <li>• employ paragraphs which contribute to clarity of, and enhance, meaning;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, as appropriate.</li> </ul> <p><b>Communication Level 3b</b>  <b>Marks 16-18</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in a convincing and compelling way;</li> <li>• 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;</li> <li>• make and sustain clearly the purpose, intention and objective of writing the essay, e.g. by specifying outcomes, building plans;</li> <li>• write a formal essay, the tone of which is appropriately serious but also manipulative and subtle, employing e.g. assertion, reason, sophistication;</li> <li>• use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way;</li> <li>• 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 21<sup>st</sup> century....'.</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• Write a whole text in continuous prose;</li> <li>• employ paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate;</li> <li>• present complex ideas in a coherent way.</li> </ul> <p><b>NB: For a mark of 18, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to language</b></p>	<p><b>Content-Related descriptors for Levels 3a and 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Show a full understanding of the topic - that there are people for whom the London Olympics is not a 'dream' and who consider that the vast amount of money to be spent on the event will benefit only a few. Furthermore, that there are huge social problems, especially in London, which need funding for improvement and that is where the money should go.</li> <li>• Express a clear point of view which then develops into an argument for or against the topic presenting evidence and supported opinion for funding the Games. Alternatively express the view that the Games are an indulgence for a few and, whilst the event may ultimately provide facilities and prestige for London, it will do nothing for the rest of the country.</li> <li>• Present evidence which deals with issues of concern raised in the question, e.g. the Health Service, education, street crime, regeneration of the other cities in the country.</li> <li>• Widen the response by suggesting that the 'spirit' of the Games and the well-being which will accrue for youngsters is not to be missed. Alternatively, that we have a responsibility to use resources wisely for the benefit of all, not just a few, and to deal with the real horrors of e.g. knife crime.</li> <li>• Conclude the essay in a successful way.</li> </ul>

**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)			✓