

Oxford Cambridge and RSA Examinations  
General Certificate of Secondary Education

**ENGLISH**

**1900/2431H**

**UNIT 1 Non-Fiction, Media and Information  
HIGHER TIER**

**Specimen Paper**

Additional materials:  
Answer booklet.

**TIME** 1 hour 45 minutes. (No separate reading time is allowed.)

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- Answer **ALL** the questions.
- Find the **INSERT** inside this paper. This contains the **reading materials for Section A**.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The maximum mark for each question is given in brackets [20] at the end of each question.
- The total number of marks for this paper is **60**.
- **Section A** is worth 40 marks. You are advised to spend **no more than 1 hour 10 minutes** on it.
- **Section B** is worth 20 marks. You are advised to spend **no more than 35 minutes** on it.

**NOTE**

*In these specimen papers, the reading materials for Unit 1 (Foundation Tier) and Unit 1 (Higher Tier) are based on the same topic and use adapted versions of the same passages. It is hoped that this strategy will help to highlight issues of differentiation.*

*'Live' papers will not necessarily be based on the same topic or material at both tiers. However, since all reading material is 'unseen', this should not affect the way candidates are prepared for the unit.*



## SECTION A

You are advised to spend **no more than 1 hour 10 minutes** on Section A.

### READING: NON-FICTION AND MEDIA

[www.The-Bermuda-What?.com](http://www.The-Bermuda-What?.com) is from a website about mysteries and unexplained happenings.

*Area 51 - The truth is out here!* is a magazine article.

Read both passages carefully, and then **answer question 1 and question 2**.

*These answers will be marked for reading. Plan your answers and write them carefully.*

**1** [www.The-Bermuda-What?.com](http://www.The-Bermuda-What?.com)

Using the material on the website, explain how and why the idea has developed that there is something mysterious about the area known as the Bermuda Triangle, and what is known about this area to suggest that there is no mystery about it.

Write no more than **2 or 3 paragraphs**. Use your own words as far as possible. **[20]**

**2** *Area 51 – The truth is out here!*

What do you think is the writer's purpose in writing the article, and how successful do you think he is in achieving it?

In your answer, you should comment on the **content, language** and **presentation** of the article. **[20]**

## SECTION B

You are advised to spend **no more than 35 minutes** on Section B.

### WRITING TO INFORM, EXPLAIN, DESCRIBE

*This answer will be marked for writing. Plan your answer and write it carefully. Leave enough time to check through and correct what you have written.*

**3** 'What I'd like to know is...'

A popular magazine regularly prints articles under this title, written by its readers. They describe examples of mysterious events, unexplained happenings or puzzling situations, and explain their own thoughts and views.

**Write the words of an article** for the magazine.

**[20]**

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INSERT**

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HIGHER TIER**

**Specimen Paper Insert**

**TIME** 1 hour 45 minutes. (No separate reading time is allowed.)

**INFORMATION FOR CANDIDATES**

- The reading material in this INSERT is for use with the questions in Section A of the question paper.

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## [www.The-Bermuda-What?.com](http://www.The-Bermuda-What?.com)

*The Website with the Truth about the Bermuda Triangle Mystery*

[ History | Mystery | Theory | Geography | Investigations | Truth ?]

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### **History**

The area of the Atlantic Ocean south of Florida has always been a tricky one for travellers. Centuries ago, Christopher Columbus recorded seeing a strange 'ball of light' there. In the days of sail, ships crossing this area often found themselves becalmed for long periods and desperate measures became necessary. To save drinking water, any horses on board would be thrown overboard, and so the area became known as the 'Horse Latitudes'. Nevertheless, many sailors died of thirst. In 1872, in one of the most famous sea-going mysteries ever, the *Marie Celeste*, a 103-foot sailing ship, was found floating, abandoned, with one lifeboat missing.

### **Mystery**

In the last 100 years or so, more than fifty ships and twenty aircraft have disappeared in the Triangle, with the loss of up to 1000 lives. In 1945, six US Navy aircraft ('Flight 19') were lost in a single incident, then in 1948 a commercial flight from San Juan to Miami vanished without trace. No wreckage or survivors were ever discovered and these two disappearances sparked more than half a century of fevered speculation about the so-called 'Bermuda Triangle Mystery'.

### **Theory**

Old-time sailors believed that the ghost of sailors, ships and even horses haunted this area. Following disappearances such as that of Flight 19, many people have become convinced that supernatural forces are at work there. Either the legendary city of Atlantis lies sunk below the waves of the Triangle, somehow affecting passing ships and planes, or alien invaders are hiding down there, abducting travellers for their experiments. A variety of more scientific-sounding theories has also been put forward, such as the idea that water in the Bermuda Triangle is less dense than in other areas, causing ships to sink quickly. Or, perhaps, electromagnetic gravitational and atmospheric disturbances are causing ships and planes to break up.

## Geography

Conditions in the Triangle have always been extreme. In some parts there are frequent hurricanes, waterspouts and severe thunderstorms. Elsewhere, there is frequently a complete absence of wind and prolonged flat calm. Surveys show that the Bermuda Triangle area includes the deepest part of the Atlantic Ocean, the 31 000 feet deep Puerto Rico Trench; no diving expedition has ever explored the area's ocean floor. The presence of strong ocean currents has long been known; now it has also been demonstrated that magnetic compasses do not function accurately in some parts of the Triangle – one of two areas on the earth's surface where compasses point to the true North Pole rather than, as normally, to the magnetic pole.

## Investigations

In his book *The Bermuda Triangle Mystery – Solved*, Larry Kusche was the first to demonstrate that many of the so-called mysteries were not so strange after all. By carefully checking records, Kusche (a librarian by profession) found that other writers had sometimes said that ships had 'mysteriously vanished' when, actually, wreckage had been found and the cause of sinking explained. People had reported ships or planes disappearing in 'calm seas', when records showed that raging storms had been in progress. What Kusche found out about Flight 19, for example, suggested that its disappearance was less than supernatural. This was a training mission, so only the instructor was an experienced flier – and not only had he been unwell that morning, he was unfamiliar with the area and thought he was closer to land than he actually was.

## Truth?

In 1975, checks of shipping and insurance records held by Lloyds of London demonstrated that, on average, the Triangle was no more dangerous to travellers than any other area of the oceans. US Coastguard records confirmed this, and no-one has subsequently produced any statistics to prove otherwise. Although the Coastguard has reported increasing numbers of travellers getting themselves into difficulties in the area, most of them are 'leisure' sailors and pilots, inexperienced and ill prepared for the area's difficult conditions.

## AREA 51 - The truth is out here!

*Area 51 doesn't officially exist. But if it did, it would house UFOs, spy planes...*

**Simon Reeve** asks what's going on.

**The little town of Rachel** sits in the middle of a vast desert plain, surrounded by jagged grey mountains, about 125 miles north-west of Las Vegas.

It has a bar and a shop, but the only sound comes from the wind pushing the dust down dirty, unmade roads.

Yet Rachel is also special. Its residents are the so-called 'Downwinders', caught in the radiation clouds from the first atomic bomb tests at the nearby Nevada test site.

And Rachel is the closest human habitation to the world's most secret military base – known as Area 51 – where, rumour has it, aliens and UFOs are being held.

If the truth is out there, as *The X-Files* promised, chances are it's near Rachel.

Don Day runs the office of the Area 51 Research Center, a private group dedicated to unearthing exactly what goes on at the base. 'Do not try to take photos where you shouldn't, and don't try to cross the boundary,' he warns me.

### Little Green Men

In the room with us is a policeman from Waco, Texas, who wants to know whether he is likely to see any little green men. I just want to know how close I can get to the base without being shot.

Day gives me a map, and I set off across a lunar landscape, heading for a low range of mountains in the distance. I have not seen a car or a living soul for more than two hours, when I skid to a halt at a sign: 'WARNING. Restricted area. Use of deadly force authorised. It is unlawful to enter this area without permission...'

I spot two cameras atop a hill on the left pointing at me. Minutes later, a sand-coloured Cherokee Jeep slowly rolls to the top of a hill about 300m away on my right. Two men climb out and train huge binoculars on me. I watch them. They watch me.

The knowledge that I am doing nothing wrong is little comfort. I imagine newspaper headlines reading 'Missing British journalist found dead in desert', so I do the sensible thing and turn my battered hire car round and head off back down the dirt road.

Within 30 seconds I hear the noise of an attack helicopter above me, a long-barrelled, heavy-calibre machine-gun on its nose. The message is clear.

The base doesn't appear on any maps or charts but has astonishing security. Apart from the helicopter, guards, cameras, microphones and solar-powered sensors concealed among the cactus plants, there are sensors hidden along local dust tracks. All these fuel the conspiracy theories.

### Brains Fried

Back in Rachel, a drinker in the bar announces that UFOs and aliens are definitely hidden at Area 51. And hundreds of other Americans think they have met aliens with names as ludicrous as Fred, John or Zret. With the desert sun's heat frying their brains, no wonder Rachel residents believe the sensational Area 51 claims.

### Laughing

But there is no hard evidence to support any of these alien theories. Area 51 actually seems to be a base for testing and developing secret military planes, including the Aurora, the most advanced spy-plane in the world.

Few secret bases attract quite so much attention. Yet the US military has still not been forced even to admit the base exists. As I sit staring at the sky above the base, the only vision I have is of security officials ...laughing.



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**UNIT 1 Non-Fiction Media and Information**  
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MARK SCHEME

**Specimen Paper**

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## SECTION A

### NON-FICTION AND MEDIA TEXTS: The Bermuda Triangle

<b>QUESTION 1 (10 marks)</b>	<p>Using the material from the website, explain how and why the idea has developed that there is something mysterious about the area known as the Bermuda Triangle, and what is known about this area to suggest that there is no mystery about it.</p> <p>Write no more than <b>2 or 3 paragraphs</b>. Use your own words as far as possible.</p>
<b>CRITERIA</b>	<p>Candidates should demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• retrieve appropriate information;</li> <li>• understand significance/relevance (using inference/insight/synthesis as appropriate);</li> <li>• express points concisely, in own words wherever possible.</li> </ul>
<b>CONTENT</b>	<p>Candidates <b>may</b> refer to <b>some</b> of the following points:</p> <p><b>How and why the idea has developed...</b></p> <ol style="list-style-type: none"> <li>1 history of [apparently strange/mysterious] incidents recorded over many years;</li> <li>2 many losses, disappearances, deaths, but lack of survivors/wreckage [– so no explanations?];</li> <li>3 [extreme] conditions in the area encouraged sailors' superstitions;</li> <li>4 depth has prevented undersea investigations [could have encouraged theories about Atlantis, aliens, etc.];</li> <li>5 inaccurate / exaggerated reports of incidents [must] have fed speculation.</li> </ol> <p><b>What is known about the area to suggest that there is no mystery about it.</b></p> <ol style="list-style-type: none"> <li>6 dangers well known – extreme weather conditions, strong currents;</li> <li>7 problems with magnetic compasses now identified;</li> <li>8 incidents often involve inexperienced ('leisure') travellers / people not familiar with the area;</li> <li>9 evidence has been found which explains some sinkings, etc.;</li> <li>10 uncontested statistics and Coastguard records show Triangle is no more dangerous than any other area.</li> </ol>

## INSTRUCTIONS TO EXAMINERS

- We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- **Tick and Number** each point made clearly.
- **Bracket** the [number] if the point is not clear. Write **R** for a point repeated.
- Tick and put **OP** for valid points not in the scheme BUT lists of specific incidents should not gain extra credit.
- Use the Band Descriptors in conjunction with the photostat examples to arrive at your mark.
- Write a brief comment to explain your mark.

## QUESTION 1 BAND DESCRIPTORS

\*\*\*Be prepared to use the FULL range!\*\*\*

Start with the **middle** mark in the band and adjust upwards or downwards as appropriate.

The band descriptors which are shaded (footroom) reward performance below that expected on this paper.

BAND	MARKS	DESCRIPTOR
1	20 19	Concise, focussed explanations using excellent own words allows a comprehensive range of points to be identified, very effectively organised and synthesised. There is a complete grasp of both elements of the task.
2	18 17 16	Concise explanations using clear own words allows a very good range of points to be chosen across both elements of the question, well organised and synthesised.
3	15 14 13	The explanations are clear, organised and cover a good range of appropriate points with a clear attempt at synthesis of more complex points. Consistent use of own words reveals good understanding; the answer is relatively concise.
4	12 11 10	The explanations show sound understanding of a range of relevant points and an attempt to be concise, though the answer may tend to be lengthy rather than concise. There is a grasp of some of the more complex points requiring synthesis/generalisation; and an ability to express these in the candidate's own words.
5	9 8 7	Secure understanding shown of the more obvious ('incident'-related?) points, but these may be listed rather than synthesised into explanation. Own words will generally be used, but there is likely to be some selective lifting. The response may tend to be lengthy/prolix.
6	6 5 4	An understanding of some of the simpler points is shown, but there may be some misreading. Points made will tend to be listed mechanically, with areas of lifting. Responses at this level may contain personal comment or anecdote, and lose focus on the task; excessive length may result.
Ungraded on this task	3 2 1	The candidate has struggled to follow the passage. There may be much irrelevance and/or misunderstanding.

**NON-FICTION AND MEDIA TEXTS: Area 51 – The truth is out here!**

<p><b>QUESTION 2 20 marks</b></p>	<p>What do you think is the writer's purpose in writing the article, and how successful do you think he is in achieving it?</p> <p>In your answer, you should comment on the <b>content, language and presentation</b> of the article.</p>
<p><b>CRITERIA</b></p>	<p>Candidates should demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• read with insight and engagement;</li> <li>• organise a response, making appropriate reference to the text;</li> <li>• identify and evaluate choices of language/style/structure, as appropriate.</li> </ul>
<p><b>CONTENT</b></p>	<p>Candidates <b>may</b> refer to <b>some</b> of the following:</p> <p><b>A CONTENT</b></p> <ul style="list-style-type: none"> <li>• Linking Rachel to past scare over nuclear radiation – suggests ‘real’ origin of speculation?</li> <li>• Emphasising remote/harsh/extreme setting – ‘middle of nowhere’; ‘vast desert plain’; ‘lunar landscape’; ‘living soul for more than 2 hours’; ‘desert sun’s heat’ – suggests fertile territory for mystery/scare stories?</li> <li>• 'Hundreds of Americans' believe alien/UFO theories - but reminds us he's British.</li> <li>• Details of strong military presence – ‘how close... without getting shot’; ‘WARNING... etc.’ (notice); helicopter ‘within 30 seconds’; ‘astonishing security’ (+ list); ‘the message is clear’ – indicates own view of real explanation for what’s going on.</li> <li>• Uses own [irrational] reactions - 'knowledge that I am doing nothing wrong is little comfort' - to suggest why others give irrational explanations.</li> <li>• Penultimate para (- is this fact or opinion ?) setting out 'logical' explanation (evidence?) - base for testing spy-plane, US military secrecy - meant to clinch argument ?</li> </ul> <p><b>B LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Direct suggestions of writer’s own disbelief: ‘<u>rumour</u> has it’; ‘conspiracy theories’; ‘names as <u>ludicrous</u> as...’; ‘<u>sensational</u> Area 51 <u>claims</u>’; ‘no hard evidence’.</li> <li>• References to film/TV/sci-fi – ‘<u>X files</u>’; ‘<u>little green men</u>’; – implies people can’t separate reality from fiction?</li> <li>• explicitly puts down those who believe - sun's heat <u>frying</u> their brains'</li> <li>• individuals either dismissed - <u>drinker</u> in the bar ; undetermined - <u>policeman</u> who believes in extraterrestrials (responsible job, should know better ? he's a bit Wac[k]o..?); or implicitly criticised - Don Day: 30 yrs dedicated to unearthing..?</li> </ul>

### C PRESENTATION

- Title/headline - echo of 'X-Files'(= fiction ?)
- Subtitle: exaggeration - UFOs, spy planes...'
- Byline: suggests detached view - what's going on'.
- Crossheads: deliberately flippant? - 'Little Green Men', 'Brains Fried', 'Laughing'

### D WRITER'S PURPOSE / SUCCESS IN ACHIEVING IT

- Popular topic to hook readers; knowing, 'no - nonsense' approach to get easy laughs,
- Exploits 'C20th paranoia' - aliens, UFOs, 'Big Brother' state / military secrecy
- 'Piggy-backing' on popular media representations - X-Files, etc
- Snide comments about American credulousness vs British common-sense/scepticism
- Snide comments about US hi-tech Big Brother military vs plucky lone Brit
- Flatters our (insular Brit ?) sense of superiority - but doesn't actually prove anything ??

### INSTRUCTIONS TO EXAMINERS

- We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- **Tick and letter (A/B/C/D)** each point made clearly. Put a **Bracket** round the letter if a point has not been made clearly.
- If a point has been repeated, use a capital **R**.
- Put **OP** for a valid point not included in the mark scheme.
- Use the Band descriptors in conjunction with photostat examples to arrive at your mark.
- Write a brief comment to explain your mark.

### NOTES ON THE TASK

- It is impossible to predict every response from every candidate to this type of question. Please look for and credit valid alternative points and reactions.
- The task requires candidates to identify features of the text which indicate the writer's point of view/stance; higher level answers should focus consistently on this aspect.
- Understanding the significance of particular features (items of information/opinion/belief) will provide a clear discriminator – e.g. the relevance of information about nuclear testing.
- Perceptiveness of response to the writer's purpose/success will provide an additional discriminator.

<b>QUESTION 2 BAND DESCRIPTORS</b>		<b>***Be prepared to use the FULL range!***</b>
Start with the <b>middle</b> mark in the band and adjust upwards or downwards as appropriate.		
The band descriptors which are shaded (footroom) reward performance below that expected on this paper.		
<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTOR</b>
<b>1</b>	<b>20</b> <b>19</b>	An excellent range of points is made in a very full, relevant and consistently analytical response. Judgements are supported by apposite reference to the passage; original and perceptive insights into writer's purpose/success may well feature. High level critical vocabulary is likely to be used.
<b>2</b>	<b>18</b> <b>17</b> <b>16</b>	A wide range of successful points is made in a thorough, relevant and analytical response. Judgements are supported convincingly and comment (e.g. on writer's purpose/success) is perceptive. High level critical vocabulary may be evident.
<b>3</b>	<b>15</b> <b>14</b> <b>13</b>	A range of relevant points will be made, supported by analytical comment which shows secure understanding of the ways in which content/language/presentation are deployed in relation to the writer's purpose. Appropriate supporting references will be given.
<b>4</b>	<b>12</b> <b>11</b> <b>10</b>	A range of points will be made, supported by appropriate textual references. There will be evidence of a sound analytical approach, and a good understanding of the ways in which content/language/presentation are deployed in relation to the writer's purpose.
<b>5</b>	<b>9</b> <b>8</b> <b>7</b>	The answer will attempt to discuss relevant features of the text, but easier content points are likely to be made. Comments may be descriptive rather than analytical but there will be a sound understanding of some features of the text and some reference to the writers' purpose.
<b>6</b>	<b>6</b> <b>5</b> <b>4</b>	The answer will concentrate on the simpler content points. Points made will be assertions, with minimal or no evidence in support. Lists of words may be used instead of an analysis and there may be areas of narrative.
<b>Ungraded on this task</b>	<b>3</b> <b>2</b> <b>1</b>	The candidate struggles with the passage and the question. There may be much irrelevance and misunderstanding.

## SECTION B

<p><b>QUESTION</b> 3 (20 marks) (14+6)</p>	<p><b>'What I'd like to know is...'</b></p> <p>A popular magazine regularly prints articles under this title, written by its readers. They describe examples of mysterious events, unexplained happenings or puzzling situations, and explain their own thoughts and views.</p> <p>Write the words of an article for the magazine.</p>
<p><b>CRITERIA</b></p>	<p>Candidates should demonstrate that they can:</p> <ol style="list-style-type: none"> <li>1 write appropriately for the task;</li> <li>2 organise and paragraph clearly and effectively;</li> <li>3 use appropriate register and vocabulary;</li> <li>4 spell, punctuate and use grammar/syntax accurately.</li> </ol>

### INSTRUCTIONS TO EXAMINERS

- Ring errors and ✓ or ✓✓ felicities of expression and content, sufficiently to show how you have formed your judgement.
- A brief summative comment may be helpful to indicate any significant strengths and/or weaknesses in the response which have informed your judgement.
- For writing tasks, LENGTH is not in itself a criterion. Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (e.g. control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (less than 50 words) should not normally be marked higher than Band 6.
- Award TWO marks, one for AOs 3(i) + (ii), one for AO 3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- Use the photostat examples as guides to your assessment.
- At the end of the response write the two separate marks (e.g. 11 + 3), then transfer the two separate marks to the front page of the script.

### NOTES ON THE TASK

- Candidates will make their own choice/definition of 'mystery', as indicated in the task. (Some may refer back to material in Section A; there is no premium or penalty for such reference.)
- Candidates may write about one or more mysteries, which may or may not be linked.
- **TASK-SPECIFIC CRITERIA:**
  - clarity of presentation of information about the chosen mystery;
  - clarity of explanation of own interest/reasons for wanting to solve it;
  - effectiveness of description/illustration (if used), e.g. of examples/cases of mystery, or specific reasons for interest, etc.

BAND DESCRIPTORS QUESTION 3 Writing to Inform, Explain, Describe (Higher Tier)		
Use 'best-fit', within and across columns: if most elements are achieved, award the higher mark in the band.		
BAND	MARKS	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
1	14 13	<b>Performance clearly (13) or very clearly (14) exceeds that described in Band 2.</b>
2	12 11	<p><b>Task:</b> the article gives sharp definition of specific mysteries and a relationship with the <b>reader</b> is effectively created.</p> <p><b>Format:</b> The magazine article is skilfully developed, with detail of description and explanation, and demonstrates convincingly what the writer finds interesting/worth solving.</p> <p><b>Tone</b> is sustained/varied entirely appropriately throughout by the precise use of a sophisticated <b>vocabulary</b>.</p> <p>A very effective <b>opening</b> firmly establishes direction; <b>development</b> is fully coherent and sustained, leading to an effective <b>ending</b>.</p> <p><b>Paragraphs</b> are skilfully constructed (including effective placing of topic sentences) and purposefully varied in length and structure, to control flow of information/explanation and to create impact. A range of connectives or other linking devices reinforces cohesion.</p>
3	10 9	<p>The <b>opening</b> successfully establishes direction and <b>development</b> is coherent and well sustained. There is a clear sense of an appropriate <b>ending</b>.</p> <p><b>Paragraphs</b> are purposefully shaped to prioritise and sequence information/explanation. Topic sentences are strategically placed (e.g. to <i>emphasise a sense of mystery</i>); length and structure are varied for emphasis/effect. There is some variety in the use of connectives.</p> <p><b>Task:</b> the article presents well-defined examples of 'mystery' and a good relationship with the <b>reader</b> is established.</p> <p><b>Format:</b> the magazine article is convincingly sustained and demonstrates clearly what the writer finds interesting and/or worth solving.</p> <p>Appropriate <b>tone</b> is sustained by the use of a wide range of apt <b>vocabulary</b>.</p>



BAND	MARKS	AO3 (i)	AO3 (ii)
4	8 7	<p>communicate clearly and imaginatively, using/adapting forms for different readers and purposes</p> <p><b>Task:</b> the article presents clear examples of 'mystery' and establishes a generally successful relationship with the reader.</p> <p><b>Format:</b> the writing draws effectively on typical features of a magazine article and explains what the writer finds interesting/worth solving. There is some consistency of <b>tone</b>, achieved through the use of a range of <b>vocabulary</b> appropriate to the topic (which may include some <i>specialist/technical terms</i>).</p>	<p>organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</p> <p>An appropriate <b>opening</b> gives identifiable direction; there is clear <b>development</b> in some detail and a suitable <b>ending</b> (eg with some <i>summary/recapitulation</i>). <b>Paragraphs</b> are used to organise information/explanation, with topic sentences sometimes effectively placed; differing paragraph lengths may help to sustain interest. Straightforward connectives are used.</p>
5	6 5	<p><b>Task:</b> the article sets out recognisable examples of 'mystery' and there is a sense of relationship with the reader.</p> <p><b>Format:</b> Some typical features of a magazine article are used to some effect and the writing suggests what the writer finds interesting/worth solving. However, <b>tone</b> may be inconsistent, with some restriction of <b>vocabulary</b>.</p>	<p>The <b>opening</b> attempts to show direction; there is some clear <b>development</b> and an attempt to achieve an appropriate <b>ending</b>. <b>Paragraphing</b> shows some selection and sequencing of information/ explanation, though the 'thread' may be lost at times. Simple connectives are used, possibly repetitively.</p>
6	4 3	<p><b>Task:</b> the article refers to some elements of 'mystery' and shows intermittent awareness of the reader.</p> <p><b>Format:</b> A few of the more obvious features of a magazine article may be used. Some simple explanation of what the writer finds interesting/worth solving is attempted, but there is little consistency of <b>tone</b> and <b>vocabulary</b> is limited and on occasions imprecise.</p>	<p>The <b>opening</b> offers some direction; there is some sense of <b>development</b> and a limited attempt to achieve an <b>ending</b>. <b>Paragraphing</b> is largely based on simple division of content.</p>
Below 6	2 1 0	<b>Performance does not meet the requirements of Band 6.</b>	



