



**General Certificate of Secondary Education**

**English/English Language  
ENG1H**

**Unit 1 Understanding and producing non fiction texts**

**H Tier**

**Specimen 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 during standardisation and is the scheme which was used by them in this examination. Standardisation 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If after standardisation, examiners encounter unusual answers which have not been discussed they are required to refer these to the Principal Examiner.

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

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## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

**SECTION A: READING - Assessment Objectives**

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

**SECTION B: WRITING – Assessment Objectives**

- i. Communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

At least one third of the available credit is allocated to (iii).

<b>Assessment Objective</b>	<b>Section A</b>
English AO2(i) English Language AO3(i)	✓
English AO2(ii) English Language AO3(ii)	
English AO2(iii) English Language AO3 (iii)	✓
English AO2(iv)	
	<b>Section B</b>
English AO3(i) English Language AO4(i)	✓
English AO3(ii) English Language AO4(ii)	✓
English AO3(iii) English Language AO4(iii)	✓
	One third of the marks available for Section B are allocated to this Assessment Objective

Read Item 1, the newspaper article called ‘Do you really want to be in our tribe?’ by Jan Moir.

- 1 What do you learn from Jan Moir’s newspaper article about where Bruce Parry has been and what he has been doing? (8 marks)

A02, i English A03, i English Language	Skills
<p>Mark Band 4</p> <p>‘perceptive’ ‘detailed’</p> <p>7 – 8 marks</p>	<p>offers full and detailed evidence that the article is understood</p> <p>engages with the text as an article; interprets information in a perceptive way; focus on what the reader learns</p> <p>offers relevant and appropriate quotation to support detailed understanding</p> <p>makes perceptive connections between events, people and ideas in the text</p>
<p>Mark Band 3</p> <p>‘clear’ ‘relevant’</p> <p>5-6 marks</p>	<p>clear evidence that the text is understood</p> <p>engages with the text as an article</p> <p>offers relevant and appropriate quotation</p> <p>interprets the text and makes connections between events</p>
<p>Mark Band 2</p> <p>‘some’ ‘attempts’</p> <p>3-4 marks</p>	<p>some evidence that the text is understood</p> <p>attempt to engage with the text</p> <p>offers some relevant quotation to support what has been understood</p> <p>makes some reference to events in the text</p>
<p>Mark Band 1</p> <p>‘limited’</p> <p>1-2 marks</p>	<p>limited evidence that the text is understood</p> <p>limited engagement with the text</p> <p>limited reference to the events or ideas in the text</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>
<p>Indicative Content</p> <p>Candidates’ responses may include consideration of the following:</p> <ul style="list-style-type: none"> <li>• some of the places Parry went to and some things he did</li> <li>• his reception by the peoples he met and his reaction to them</li> <li>• Parry’s actions and experiences in relation to his attitudes and noting the juxtaposition of his ‘tribal’ and ‘London restaurant’ experiences.</li> </ul>	

Now read Item 2, the article and the picture which goes with it called, 'New life revealed in rainforests of the deep' by Sophie Tedmanson.

- 2 How do the headline and the whole picture add to the effectiveness of the text?  
(8 marks)

A02, iii English A03, iii English Language	Skills
<p>Mark Band 4</p> <p>'perceptive' 'detailed'</p> <p>7 – 8 marks</p>	<p>evidence that the headline is fully understood</p> <p>detailed interpretation and comment on appropriateness of the headline</p> <p>detailed explanation and interpretation offered of what the picture shows in all its components; explains value of the graphic</p> <p>links the elements of the picture to the text with perceptive comments</p>
<p>Mark Band 3</p> <p>'clear' 'relevant'</p> <p>5-6 marks</p>	<p>clear evidence that the headline is understood</p> <p>offers interpretation of the headline</p> <p>explanation and interpretation offered of what the picture shows</p> <p>links the picture content to the content of the text with relevant comments</p>
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>3-4 marks</p>	<p>some evidence that the headline text is understood</p> <p>attempt made to interpret the headline</p> <p>some explanation offered of what the picture shows</p> <p>attempts to link the pictures to the content of the text</p>
<p>Mark Band 1</p> <p>'limited'</p> <p>1-2 marks</p>	<p>limited evidence that the text is understood in relation to headline and picture</p> <p>limited engagement with the effect of the headline</p> <p>limited explanation of what the picture shows</p> <p>no appreciation of how the pictures link with or affect the words</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>

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Indicative content

Candidates' responses may include consideration of the following:

- the headline is informative about the subject matter of the article (and that the whole article is informative) e.g it locates the place
- key words in the headline and their effects e.g 'new' and 'revealed' suggest discovery
- the complexity of the 'whole picture' including a 3D chart and how they enhance the text e.g. by making it scientific
- the relationship between the drama of the pictures-e.g. the depth of the sea under -could hold the Grand Canyon- and the detail in the text
- the effect of the layout of the pictures-the big spread of the deep water coral with its fragile tentacles; some of the delicate and previously unknown corals - related to the relevant parts of the text
- how the labelling on the pictures is informative.

Now read Item 3, 'Afghan Journey' which is an extract from a non-fiction book.

3 What are some of the thoughts and feelings Mansur has during the journey?

(8 marks)

A02, i English A03, i English Language	Skills
<p>Mark Band 4</p> <p>'perceptive' 'detailed'</p> <p>7 – 8 marks</p>	<p>makes perceptive inferences from the text</p> <p>shows a perceptive engagement with, and interpretation of, character, place and context</p> <p>employs appropriate quotes to support detailed understanding</p> <p>focus on thoughts and feelings expressed in the text are detailed with perceptive comments</p>
<p>Mark Band 3</p> <p>'clear' 'relevant'</p> <p>5-6 Marks</p>	<p>makes inferences about thoughts and feelings from the text</p> <p>shows clear engagement with, and interpretation of, character, place and context</p> <p>employs relevant quotes support understanding</p> <p>clear focus on thoughts and feelings expressed in the text</p>
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>3-4 marks</p>	<p>some engagement with character, place and context</p> <p>quotes to support understanding</p> <p>offers some focus on thoughts and feelings in the text</p>
<p>Mark Band 1</p> <p>'limited'</p> <p>1-2 marks</p>	<p>limited engagement with text, place or context</p> <p>may offer copying or irrelevant quotation</p> <p>limited reference to thoughts and feelings in the text</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>

## Indicative content

Candidates' responses may include consideration of:

- Mansur's fear about not waking up
- Mansur's apparent liking for western music which differs from his friends' liking for Indian film music.
- The feeling of freedom Mansur has and how he demonstrates it.
- Mansur's exclamation 'How beautiful' in the context of American bomb damage and the snow-clad Hindu Kush.
- Interpretation of his feelings trying to spot his mother's house and the memories of childhood.
- Mansur's –and his friends'- feeling of irony which produces laughter at the idyllic description of the landscape from the Afghan Tourist Organisation book.

Now you need to refer to Item 3, 'Afghan Journey' and **either** Item 1 **or** Item 2.

You are going to compare two texts, one of which you have chosen.

- 4 Compare the ways in which language is used for effect in the two texts.  
Give some examples and explain what the effects are.

(16 marks)

A02, i, iii English A03 I, iii English Language	Skills
<p>Mark Band 4</p> <p>'perceptive' 'detailed'</p> <p>13-16 marks</p>	<p>offers a full and detailed understanding and interpretation of the content of the texts</p> <p>shows a detailed and perceptive appreciation, interpretation and analysis of how the writers have used language differently to achieve their effects and to attain impact</p> <p>offers full, relevant quotation in support of ideas with appropriate and perceptive comments</p> <p>focuses on comparison and cross-referencing between the texts throughout the response</p>
<p>Mark Band 3</p> <p>'clear' 'relevant'</p> <p>9-12 marks</p>	<p>clear evidence that the texts are understood in relation to language</p> <p>shows clear appreciation and analysis of the effect of words and phrases in the different contexts,</p> <p>offers relevant and appropriate quotations and references to support ideas</p> <p>clear focus on comparisons and cross references between the two texts</p>
<p>Mark Band 2</p> <p>'some' 'attempts'</p> <p>5 – 8 marks</p>	<p>some evidence that the texts are understood in relation to language</p> <p>some appreciation of the effect of words and phrases in the different contexts</p> <p>attempts to support response with usually appropriate examples</p> <p>attempts to compare language use and make cross references</p>
<p>Mark Band 1</p> <p>'limited'</p> <p>1 – 4 marks</p>	<p>limited evidence that either text is understood in relation to language</p> <p>no real appreciation of the effect of words and phrases in the different contexts</p> <p>very few examples and not well chosen nor explained</p> <p>limited ability to compare or make cross references</p>
<p>0 marks</p>	<p>nothing worthy of credit</p>

## Indicative content

Candidates' responses may include consideration of:

- the differing language use in relation context, e.g. the Parry article is reported and the events have already happened whereas the Afghan story is written in present tense to make it seem as though it is happening as you read and 'New life' is reporting scientific facts
- Afghan Journey: Compares the beauty of the landscape with the devastation wreaked upon it. Examples candidates may choose include how the words reflect excitement - 'He wants to scream and shout', 'Ouhhhiiii! Here I come!' ; elements of danger because of where they are- 'awful villages', 'ruins', 'wrecked', 'risky', 'like skeletons' (simile), awe at the landscape- 'mighty snow-clad', 'proudly rise up' (personification); 'rebellious cherry tree'; uses direct dialogue from Mansur to create realism.
- Do you really...: Makes use of comparison- Parry's present in the luxury of a London restaurant - 'sweet grilled scallops and delicious ribbons of ham' compared with 'raw, dried sago' and drinking blood; Uses description to present Parry as adventurous- 'redoubtable', 'ironclad', 'lustily' but also as humble- 'looks shattered', 'a terrible wimp'; uses direct speech from Parry to make him seem more approachable.
- 'New life...': Makes use of facts and figures to give credibility; employment of evocative language – 'the icy waters of the Southern Ocean', 'underwater canyons larger than the Grand Canyon' which create atmosphere and scale; uses reported dialogue for professional distance- 'scientists said'
- the use of language is tied to time, place and the characters involved, yet each is effective in making a place seem interesting, e.g. the words and phrases used of and by Parry illuminate his various cultural experiences and his attitude towards them; 'New life' presents an exciting and colourful image of discovery despite being scientific and factual; Afghan Journey describes the place, thoughts and feelings and complex cultural influences of young men travelling in war setting.

5 Write a letter to a friend explaining why you would like him or her to join you in a visit to a place which you think is very special.

(16 marks)

A03,i,ii English A04, i, ii English Language	Skills
<p>Mark Band 4</p> <p>'convincing' 'compelling'</p> <p>8-10 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• writes in a way which shows clarity of thought and explains in a convincing and compelling way</li> <li>• engages the reader with detailed and developed ideas, perhaps abstract concepts</li> <li>• makes and sustains the purpose, intention and objective of writing the letter e.g. by affecting the reader, evoking response</li> <li>• writes a formal letter, the tone of which is appropriately serious but also appeals to personal relationship e.g. employs emphasis, assertion, reason, emotive language, anecdote, memories</li> <li>• uses linguistic devices such as the rhetorical question, hyperbole, irony, in an effective and appropriate way</li> <li>• shows control of extensive but appropriately used discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• writes a whole text in continuous prose</li> <li>• employs paragraphs effectively to enhance meaning including, e.g. the one-sentence paragraph</li> <li>• uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate</li> <li>• presents complex ideas in a coherent way</li> </ul>
<p>Mark Band 3</p> <p>'clarity' 'success'</p> <p>5-7 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• writes in a way which shows clarity of thought and explains with success</li> <li>• engages the reader with more detailed informative and descriptive ideas</li> <li>• clearly states the purpose and intention of writing the letter e.g. by articulating ideas, schemes and plans, memories</li> <li>• writes a formal letter, the tone of which may be appropriately serious and which may appeal to personal relationship e.g. begins to employ emphasis, assertion, reason, emotive language, anecdote, memories</li> <li>• uses devices such as the rhetorical question, lists, hyperbole as appropriate</li> <li>• uses words effectively including discursive / informative markers e.g. 'furthermore', 'another memorable thing...'</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• employs paragraphs effectively in a whole text</li> <li>• begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate</li> <li>• presents well thought-out ideas in sentences</li> </ul>

<p>Mark Band 2</p> <p>'some'</p> <p>3- 4 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• explains ideas with some success</li> <li>• engages the reader by presenting information with some developing ideas</li> <li>• shows awareness of the purpose and intention of writing the letter 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</li> <li>• uses devices such as the rhetorical question, lists, exaggeration but not always appropriately</li> <li>• uses limited vocabulary but including some discursive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• attempts use of paragraphs which may enhance meaning</li> <li>• some evidence of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>
<p>Mark Band 1</p> <p>'limited'</p> <p>1-2 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• explains few ideas with limited success</li> <li>• engages 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</li> <li>• shows limited awareness of the purpose and intention of writing the letter e.g. by stating very simple or misguided ideas</li> <li>• register may vary between formal and colloquial or slang, sustaining neither</li> <li>• use of devices such as the rhetorical question and lists may not be appropriate or effective</li> <li>• limited vocabulary evident with arbitrary or little use of informative markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• shows evidence of erratic , if any, paragraph structure</li> <li>• shows limited variety of structural features, e.g. one-sentence paragraphs</li> </ul>
<p>0 marks</p>	<p>nothing worthy of credit</p>
<p>Indicative content</p> <p>Candidates' letters should be succinct and very focused. What is required is concentrated explanation and description reflecting the available 16 marks and the recommended time.</p> <p>Candidates may include the following in their letter:</p> <ul style="list-style-type: none"> <li>• show that the topic and task are understood –to explain through description and information the reason why a particular place is special</li> <li>• nominate a particular place with some focus and detail</li> <li>• develop reasons and explanation as to why the place is special, emphasising information</li> <li>• develop reasons why the friend has been chosen, e.g. a shared interest, shared ideas or alternatively the possibility of changing their mind.</li> <li>• give reasons why the place is special, e.g. evoke memories, relate to past experience, dwell perhaps on its beauty</li> <li>• combine the elements of 'place' and 'friend' into persuasive writing conclude in a rounded way.</li> </ul>	

AO3, iii English A04 iii English Language	Skills
<p>Mark Band 3</p> <p>5-6 marks</p>	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>• uses standard English appropriately</li> </ul>
<p>Mark Band 2</p> <p>3-4 marks</p>	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• uses standard English appropriately</li> </ul>
<p>Mark Band 1</p> <p>1-2 marks</p>	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows accuracy in the spelling of words in common use</li> <li>• uses standard English</li> </ul>
<p>0 marks</p>	<p>nothing worthy of credit</p>

- 6 Some people think it's wrong that primitive peoples and their communities are disrupted by tourists and TV crews and that they should be left in peace.

Write an article for a travel magazine which argues **for or against** this idea.

(24 marks)

AO3, i, ii English A04 I, ii English Language	Skills
Mark Band 4 'convincing' 'compelling' 13-16 marks	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>writes in a way which shows clarity of thought and argues in a convincing / compelling way</li> <li>engages the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, vivid detail, e.g. makes a moral appeal, invokes finer feelings</li> <li>makes and sustains the purpose, intention and objective of writing the article, e.g. by specifying outcomes, considering implications</li> <li>writes a formal article, the tone of which is appropriately serious but also manipulative and subtle, employs e.g. assertion, reason, sophistication</li> <li>uses linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way</li> <li>shows control of extensive but appropriate discursive marking e.g. 'Surely it is reasonable to expect...', 'Taking the global view...', 'One alternative position might be..' etc.</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>writes a whole text in continuous prose</li> <li>employs paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs</li> <li>uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate</li> <li>presents complex ideas in a coherent way</li> </ul>
Mark Band 3 'clear' 'success' 9-12 marks	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>writes in a way which shows clarity of thought and argues with success</li> <li>engages the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, implications</li> <li>clearly states the purpose and intention of writing the article e.g. by articulating ideas, concerns, issues</li> <li>writes a formal article, the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language</li> <li>uses devices such as the rhetorical question, lists, hyperbole as appropriate</li> <li>uses words effectively including argumentative/ persuasive markers e.g. "Furthermore", "Alternatively"</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>employs paragraphs effectively in a whole text</li> <li>uses a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate</li> <li>presents well thought out ideas in sentences</li> </ul>

<p>Mark Band 2</p> <p>'some'</p> <p>5-8 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• argues ideas with some success</li> <li>• engages the reader by presenting a point of view with some reasoning and persuasive ideas -though links in arguments may be tenuous, e.g. makes reference to the issue and its implications</li> <li>• shows awareness of the purpose and intention of writing the article 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</li> <li>• uses some devices such as the rhetorical question, lists, exaggeration but not always appropriately</li> <li>• uses limited vocabulary but includes argumentative /persuasive markers</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>• uses paragraphs which may enhance meaning</li> <li>• some evidence of structural features, e.g. short paragraphs, dialogue if appropriate</li> </ul>
<p>Mark Band 1</p> <p>'limited'</p> <p>1-4 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates few arguments/ideas with limited success</li> <li>• engages 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</li> <li>• shows limited awareness of the purpose and intention of writing the article 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 and 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</b></p> <ul style="list-style-type: none"> <li>• shows evidence of erratic paragraph structure</li> <li>• show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate</li> </ul>
<p>0 marks</p>	<p>nothing worthy of credit</p>

## Indicative content

Candidates' articles should be expansive and developed, showing evidence of thoughtful and considered ideas, persuasively argued and reflecting the available 24 marks.

Candidates may include the following in their article:

- show that the topic and task are understood; that the article should deal with the idea of intrusion into the lives of peoples, usually in remote places, by modern media or tourists
- recognise that the topic is linked to the Reading source, Item 1
- make a summary of the issue and decide for or against the idea that these people should not be disturbed and should be left in peace
- develop the idea that it is arrogant and presumptive to intrude and change communities for commercial interest; that modern explorers are just exploiting them for fame and gain
- alternatively, argue that no harm and much good can be done by liberating primitive communities to modern ideas; that the intentions are educational and the benefits many
- give examples to support views which, for higher marks, go beyond the Reading material and the purely anecdotal
- widen ideas from the specific to the moral, arguing for our rights to explore and experience the world; alternatively, persuade the reader that it is unethical and destructive to turn the planet into a theme park.
- conclude the article

AO3,iii AO4,iii	Skills
<p>Mark Band 3 6-8 marks</p>	<ul style="list-style-type: none"> <li>• uses complex grammatical structures and punctuation with success</li> <li>• organises writing using sentence demarcation accurately</li> <li>• employs a variety of sentence forms to good effect including short sentences</li> <li>• show accuracy in the spelling of words from an ambitious vocabulary;</li> <li>• use standard English appropriately</li> </ul>
<p>Mark Band 2 3-5 marks</p>	<ul style="list-style-type: none"> <li>• writes with control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is mainly accurate;</li> <li>• employs a variety of sentence forms</li> <li>• shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>• use standard English appropriately</li> </ul>
<p>Mark Band 1 1-2 marks</p>	<ul style="list-style-type: none"> <li>• writes with some control of agreement, punctuation and sentence construction</li> <li>• organises writing using sentence demarcation which is sometimes accurate</li> <li>• writes simple and some complex sentences</li> <li>• shows accuracy in the spelling of words in common use</li> <li>• uses standard English</li> </ul>
<p>0 marks</p>	<p>nothing worthy of credit</p>