



**General Certificate of Secondary Education**

**English 3703**

*Specification B (Mature) Paper 1F*

**Mark Scheme**

*2008 examination – June series*

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

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

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**SPECIFICATION B ENGLISH MATURE 3703  
Paper 1 Media and Non-fiction  
Foundation Tier 3703/1F  
Mark Scheme  
Summer 2008**

### **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 their purpose, collate material from different sources, and make cross-references;
- 2(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

### Section A: Reading Media and Non-Fiction Texts

#### 1 Media Texts

Refer to the text about homes in the 1960s on page 4 of your pre-release booklet and the text about Kobi Omenaka on page 6 of your pre-release booklet.

Both texts are about homes. In what ways are the texts different?

Compare the texts by writing about:

- their purposes
- facts and opinions
- the presentational devices.

*(10 marks)*

#### Specific

Examiners are required to consider how far candidates:

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

Award a mark out of **10** for **Reading**. Assess the answers in terms of the grid below i.e. the **Skills-Related** levels on the left-hand side of the page and the **Content-Related** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p><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 writers use language, structure and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• references to texts: e.g. what people had in the 1960s;</li> <li>• mentions purpose, fact and opinion and/or presentational details;</li> <li>• mentions details relevant to question: e.g. picture of Kobi.</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 writers use language, structure and presentation to achieve their intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• gives some explanation of purposes, such as trying to tell people what life was like in the 1960s and telling readers how Kobi Omenaka is buying his home;</li> <li>• locates facts and opinions e.g. House prices and cost of living details in 1960s set against less precise statements: 'a new twin tub was a must';</li> <li>• identifies presentational devices and likely to make generalised points about them e.g. 'to show what it was like'; 'so we know what Kobi looks like';</li> <li>• comparisons will be simple, e.g. "The 1960s text has some colour to make things stand out but the people are in black and white. The Case Study has Kobi in colour and a big headline."</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</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>• shows clear understanding of how the writers use language, structure and presentation to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• gives a processed summary of the texts' content, with an overview of what the texts are setting out to achieve;</li> <li>• likely purposes – <i>1960s</i>: to inform about homes at that time, to entertain, and poke gentle fun, e.g. 'Student grots were all purple...', etc.;; <i>Kobi</i>: to inform about one man's success in getting a mortgage, show others how it can be done, etc.;</li> <li>• facts and opinions: <i>1960s</i>: juxtaposition of real facts and opinions which at first appear to be facts, e.g. 'We went cleaning crazy with vacuum cleaners' etc.;; <i>Kobi</i>: mostly facts about how Kobi has arranged the purchase of his flat; but also 'Caring, sharing way to get on property ladder' etc.;</li> <li>• presentational devices: <i>1960s</i>: use made of sub-heads, colour, media personalities, layout, boxes, interior views etc. <i>Kobi</i>: effect of picture, heading, headline, sub-head, text box etc.;</li> <li>• comparisons likely to be linked closely to the texts' purposes, even when dealing with the other bullets, and likely to be integrated with the close detail.</li> </ul>
<p><b>Level 4</b> <b>Marks 10</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 writers use language, structure and presentation to achieve their intended effects.</li> </ul>	

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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 their purpose, collate material from different sources, and make cross-references;
- 2(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

### 2 Non-fiction Text

Read *A Home In Afghanistan* on the page opposite, in which Asne Seierstad writes about a home where she was made welcome.

What do we learn about life in this home in Afghanistan?

Write about:

- the people in the home
- the things that happened in the home
- how language is used to create an impression.

(10 marks)

### Specific

Examiners are required to consider how far candidates:

- **understand** the text, engage with it, and **interpret** it; (2(i))
- **select** appropriately from the text: (2(iv))
- **understand** and **evaluate** how **language** is used to involve the reader. (2(v)).

Award a mark out of **10** 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 grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. The **Content-Related** descriptors present features and examples, to which candidates might refer in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p><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;</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 uses language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• writes about the home;</li> <li>• includes some details from the text.</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;</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 identify implications relevant to the answer;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• shows some understanding of how the writer uses language and structure to achieve the intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• likely to concentrate on the 'story';</li> <li>• attempts some analysis of what life was like, e.g. basic details about who was there, the fact they sat on the floor, etc.; and what actually happened;</li> <li>• able to write about the people e.g. Sultan, the wives and his sister, and make simple points about how they reacted e.g. 'She was made welcome';</li> <li>• mentions what happened during the evening meal, the lending of the clothes, the sister's attitude and how the writer blended into the family;</li> <li>• selects language worthy of comment – e.g. happy, positive language at the meal, the repeated 'You are welcome', the sister's 'You are my little baby', etc.</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;</li> <li>• makes appropriate references;</li> <li>• shows a clear ability to distinguish fact from opinion;</li> <li>• shows clear ability to identify implications;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• shows clear understanding of how the writer uses language and structure to achieve the intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• possibly gives a processed summary of what happens, understanding the impressions of Afghanistan that are being suggested;</li> <li>• deals effectively with the relationships between the characters, e.g. the way Sultan is in charge of his family, and the roles of the women;</li> <li>• interprets what happens within the home, e.g. the nature and warmth of the welcome, the genuine friendliness and the 'politics' within the family, e.g. 'the women said little', 'but never initiated any conversation' etc.; i.e. understands there is warmth but also a threatening undercurrent in the home;</li> <li>• likely to analyse significant language such as the cumulative effect of the positive language describing the evening meal, then 'I was welcomed with open arms'; and possibly contrasting this with the other element: 'assigned the task' and 'whoever did not comply with this demand would be punished'; or might focus on the relative simplicity of the sentences, especially in the speech.</li> </ul>
<p><b>Allowed Level 4</b> <b>Marks 10</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;</li> <li>• makes perceptive references;</li> <li>• shows in a detailed and perceptive way an ability to distinguish fact from opinion;</li> <li>• shows a sustained ability to identify implications and recognise inconsistencies;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• shows detailed understanding and sensitive appreciation of how the writer uses language and structure to achieve the intended effect.</li> </ul>	

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## 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

- 3 At some stage in life, most people move away from their childhood home.

Write a magazine article to offer advice to people in this situation.

You might wish to advise them about:

- what people need in a new home
- the kinds of decisions they might have to make
- likely problems and how to overcome them.

*(20 marks)*

### Specific

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3 (i)/(ii) and is out of 13. The other is for AO3(iii) out of 7. The total available marks for Section B questions is therefore 20.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** levels 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 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, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors For Level 1
<p><b>AO3(i)/(ii)</b> <b>Communication Level 1</b> <b>0-3 marks</b></p> <p><b>Communication</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. makes brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of task e.g. by repeating the question;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• may attempt devices such as questions but they may not be appropriate or effective;</li> <li>• limited vocabulary evident and arbitrary or no use of argumentative markers.</li> </ul> <p><b>Organisation of Ideas Level 1</b></p> <ul style="list-style-type: none"> <li>• Show evidence of erratic paragraph structure, or none at all;</li> <li>• show limited variety of structural features, e.g. perhaps attempt a complex sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• show that the focus of the article is a new home;</li> <li>• write about the new home in a simple way;</li> <li>• include some detail about moving into a new home;</li> <li>• attempts to offer advice;</li> <li>• express a straightforward point of view with some clarity using some appropriately chosen words and phrases</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas with some success;</li> <li>• engage the reader by presenting an article with some reasoned and persuasive advice – though it might rely heavily on the anecdotal to the detriment of the overall persuasive effect;</li> <li>• show awareness of the purpose and intention of writing the article e.g. by directly addressing the reader;</li> <li>• write an article though register may vary between formality and colloquial or slang; the tone may be unvaried and over-dogmatic;</li> <li>• use devices such as the rhetorical question, lists, and exaggeration, but not always appropriately or effectively;</li> <li>• limited vocabulary but including argumentative/persuasive markers e.g. ‘on the other hand,’ ‘perhaps’.</li> </ul> <p><b>Organisation of Ideas Level 2</b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors For Level 2</b></p> <ul style="list-style-type: none"> <li>• show a grasp of how to write the article</li> <li>• offer a range of advice about moving into a new home</li> <li>• attempt persuasive examples and anecdotes, though not necessarily in the most logical sequence</li> <li>• include information to support the advice, which might consist of generalised statements;</li> <li>• conclude by attempting to sum up or round off the article convincingly.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3a</b> <b>7-9 marks</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 some reasoning and persuasive advice, e.g. address the topic and some of its complexity;</li> <li>• state the purpose and intention of writing the article, but without much development;</li> <li>• write an article, the tone of which is appropriately serious but may lack any subtlety, e.g. is likely to assert rather than develop or persuade/argue effectively;</li> <li>• use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;</li> <li>• use some words effectively including argumentative/persuasive markers e.g. 'You might agree with me'; 'Just imagine..'</li> </ul> <p><b>Organisation of Ideas Level 3a</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, direct speech if appropriate;</li> <li>• present developed ideas which hold together.</li> </ul>	<p><b>Content-Related descriptors for Levels 3a and 3b</b></p> <ul style="list-style-type: none"> <li>• write an appropriate article;</li> <li>• show understanding that there is a need to convince the reader to accept the advice;</li> <li>• offer clear advice e.g. a clear statement that the suggestion will resolve the problem or potential problem;</li> <li>• offer a variety of clear illustrations or persuasive ideas;</li> <li>• offer examples, information and details to support the advice, e.g. anecdotal evidence, perhaps from friends, media or personal experience; possibly offer some background information from the same sources;</li> <li>• offer convincing supporting ideas using some commanding language and ideas;</li> <li>• begin to advise in an articulate way with more overarching persuasive ideas than just anecdote and specific examples;</li> <li>• present a clearly expressed conclusion which sums up the article, so that it ends positively.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3b</b> <b>10-12 marks</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 persuasive advice, e.g. makes reference to consequences, complexities and implications;</li> <li>• clearly state and sustain the purpose and intention of writing the article e.g. by addressing audience directly, effectively and appropriately;</li> <li>• write an article, the tone of which is appropriately serious but may show subtlety by using emphasis, reason or well-judged humour;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• use words effectively including argumentative/persuasive markers.</li> </ul> <p><b>Organisation of Ideas Level 3b</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, direct speech if appropriate, complex and simple sentences;</li> <li>• present well thought out and developed ideas in sentences.</li> </ul>	

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b>  <b>Communication Allowed Level 4</b>  <b>13 marks</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 detailed, developed and varied persuasive advice and vivid detail;</li> <li>• make clear and sustain purpose and intention of writing the article;</li> <li>• write an article, the tone of which is appropriately serious but also manipulative with some subtlety;</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 confrontational/persuasive markers e.g. 'Would you not feel your life was richer if...?'</li> </ul> <p><b>Organisation of Ideas Allowed Level 4</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 meaning and enhance meaning;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech, as appropriate.</li> </ul>	<p><b>Content-Related descriptors for Level 4</b></p> <ul style="list-style-type: none"> <li>• show a complete grasp of the issue and present ideas effectively for the audience;</li> <li>• give well selected details using emotive, persuasive, imperative and unequivocal words and phrases;</li> <li>• offer more generalised advice stemming from a full understanding of how to approach the task, such as "This is, after all, a perfect opportunity to improve not just your new home but also the quality of your life ...";</li> <li>• conclude the article in a well-rounded, clear, even witty and decisive way.</li> </ul>

**AO3(iii) Level 1****0-2 marks****Accuracy**

- Write with little control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is sometimes accurate;
- write some simple sentences accurately;
- show some accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 2****3-4 marks****Accuracy**

- Write with some control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate at the top of the mark range;
- write simple and, at the top of the mark range, some complex sentences accurately;
- show accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 3 (3a and 3b)****5-6 marks****Accuracy**

- Write accurately with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is accurate;
- employ some variety of sentence forms;
- show accuracy in spelling of words in common use and in an increasingly ambitious vocabulary;
- use standard English effectively.

**AO3(iii) Allowed Level 4****7 marks****Accuracy**

- Employ a variety of accurate sentence forms and punctuation for specific effect;
- show accuracy in spelling words from an ambitious vocabulary.

**SPECIFICATION B MATURE (3703)****PAPER 1 FOUNDATION TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

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