

GCSE 2004

June Series



Mark Scheme

English Specification B (Mature) *(3703/2F)*

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 2 Poetry and Writing to Analyse, Review, Comment
Foundation Tier 3703/2F
MARK SCHEME

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. 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 kind 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 grade descriptions. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to 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 Poetry from Different Cultures and Traditions

- 1 Refer to the poem ‘*Out, Out-*’ on page 11 of your pre-release booklet.
Read the poem *Be a Butterfly* on the opposite page.

How do Grace Nichols and Robert Frost describe different experiences in childhood?

You should write about:

- what happened to the boy in ‘*Out, Out-*’
- how Grace Nichols uses language and layout in *Be a Butterfly*
- how ‘*Out, Out-*’ and *Be a Butterfly* are different in their descriptions of an incident in childhood.

Candidates are reminded to comment on the cultural aspects of the poem.

(20 marks)

Specific

Examiners are required to consider how far candidates:

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them; (2(i))
- select material appropriate to their purpose, collate material from different sources, and make cross-references; (2(iv))
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes (2(v)).

Award a mark out of **20** for **Reading**. Assess the answers in terms of the grid below i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges 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 band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate grade band. 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 writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 0-5 marks Grades U and G</p> <ul style="list-style-type: none"> • show some awareness of what one or more text(s) is about at the bottom of the mark range • show some understanding at a basic level of what each text is about at the bottom of the mark range; • perhaps show some copying from the texts without supporting comment at the bottom of the mark range; • show some understanding at a straightforward level of the texts at the top of the mark range; • make some basic selection from the texts to support simple comments at the top of the mark range. 	<p>0-5 marks Grades U and G</p> <ul style="list-style-type: none"> • the girl in <i>Be A Butterfly</i> laughs at the preacher and enjoys her Sunday meal with her family; • the boy in <i>Out Out</i> has to work hard and has an accident; may concentrate on details of the actual accident; • the girl in <i>Be A Butterfly</i> seems to enjoy her childhood more than the boy in <i>Out Out</i>.
<p>Level 2 6-11 marks Grades F and E</p> <ul style="list-style-type: none"> • comment in general terms; • show clear understanding of the content of the texts; • make some sensible selection from the texts to support coherent and appropriate points; • show how some words and phrases are used effectively at the bottom of the mark range; • attempt to explore and evaluate how writers use language to achieve their desired effects at the top end of the mark range; • attempt some inference and interpretation at the top end of the mark range. 	<p>6-11 marks Grades F and E</p> <ul style="list-style-type: none"> • the girl in <i>Be A Butterfly</i> sees the preacher and his sermon as something to laugh about; • she sees different reactions in her parents: laughter/poker face; • her Sunday meal must have been important because she remembers the details; • these are words telling you how hard the preacher is working – rivulets of sweat – and how the laughter goes around the congregation – shaking; the wave; • the writer has used no full stops; may suggest a reason – direct address; natural conversation; mood of speaker; • repetition in penultimate stanza; • narrative in <i>Out Out</i> may still be dominated by events; • there is strong contrast between carefree happiness and work, pain and death.

<p>Skills-Related Descriptors Level 3 12-18 marks Grades D and C</p> <ul style="list-style-type: none"> • show a full understanding of the content of the texts at the bottom of the mark range; • show a detailed understanding and interpretation of the texts at the top of the mark range; • select some appropriate references from the texts to support points at the bottom of the mark range; • provide focused, apt, supporting detail appropriately selected from the texts from the middle of the mark range; • give explanations which are concise and generally focused; • provide a clear and detailed evaluation of how the writers use language effectively. 	<p>Content-Related Descriptors</p> <p>12-18 marks Grades D and C</p> <ul style="list-style-type: none"> • the preacher works hard at his service. He ‘screamed’ and there is an image of sweat; • the alliteration in the second stanza draws attention to his looks; • the use of ‘wave’ illustrates the response; • there is contrast in the description of the father; • there is further contrast in the description of home life; • the use of dialect adds to the reality and the sense of remembering childhood in a different place and time; • the lack of punctuation and the irregularity of stanzas adds to the impression of a free flowing memory of childhood; • there is irony in her remembering of the preacher’s message despite her initial reactions; • the writer wants us to join her happy memories of childhood in another culture and to recognise that she has become a butterfly; layout reflects this growing recognition; it could be nothing other than a poem; • the contrasts in <i>Out Out</i> centre on work and pain; the style and language reflect this – snarled/rattled; • comments on the tragic accident will focus on style of narrative rather than events; • there is language which suggests harshness compared with the beauty of setting; • the style is regular and narrative; it could be a piece of prose.
<p>Allowed Level 4 19-20 marks Grade B</p> <ul style="list-style-type: none"> • show a full, detailed and subtle understanding and interpretation of the texts; • select references which are concise and focused; • provide a detailed, critical evaluation of the writers’ use of language and its effects. 	<ul style="list-style-type: none"> • clear recognition of different styles and tones; • developed comments on the effects of language and content on the reader; enthusiastic personal response; integrated references will amplify a selection of points from grades D and C mark range.

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 Analyse, Review, Comment

- 2 Your local radio station is inviting listeners to vote for the 100 greatest people living today.

Choose someone living today who you think has made a significant contribution to other people's lives. Write out the script you would use for a talk on local radio commenting on the person you are nominating.

You should write about:

- what the person has done
- how he or she has affected others' lives
- why you have chosen this particular person.

(20 marks)

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** mark ranges 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 mark ranges which follow. Place the two marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. Add the two together and place the total in a circle underneath. Transfer the circled mark to the grid on the front of the answer booklet.

Remember that to be placed in a level a candidate's work **will satisfy some (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 in timed examination conditions.

<p>Skills-Related Descriptors AO3(i)/(ii) Level 1 0-3 marks Grades U and G</p> <p>Communication</p> <ul style="list-style-type: none"> • communicate few ideas with limited success; • engage the reader in a limited way by reference to one or two ideas, e.g. make brief reference to the topic which reiterates the question; • show limited awareness of the purpose and intention of writing the response, e.g. by making simple points; • register may vary between formal and colloquial or slang, sustaining neither; • may attempt devices such as the rhetorical question, lists may not be appropriate or effective; • limited vocabulary evidence with arbitrary or no use of analytical markers. <p>Organisation of Ideas Level 1</p> <ul style="list-style-type: none"> • show evidence of erratic paragraph structure, or none at all; • show limited variety of structural features, e.g. perhaps attempt a complex sentence. 	<p>Content-Related Descriptors</p> <p>0-6 marks Grade U-E</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the topic is understood i.e. give some details of a figure and their achievements; • offer some analysis of the value of achievements; • express a straightforward point of view as they review and comment. Words and phrases should show some evidence of appropriate choice; • offer a personal view of the effects on community; • include some details in their example; • conclude in a clear and rounded way.
<p>Skills-Related Descriptors AO3(i)/(ii) Level 2 4-6 marks Grades F-E</p> <p>Communication</p> <ul style="list-style-type: none"> • communicate ideas with clarity and some success; • engage the reader by presenting an analysis with some considered and reasoned ideas – though links in analysis may be tenuous e.g. by considering several relevant aspects of the topic; • show awareness of the purpose and intention of writing the article e.g. by making sensible comparisons; • write a response in which the register may vary between formal and colloquial or slang, the tone may be unvaried e.g. 	

<p>wholly defensive rather than balanced;</p> <ul style="list-style-type: none">• use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively;• use limited vocabulary but including analytical markers, e.g. ‘On the other hand..’; ‘perhaps’; ‘although’. <p>Organisation of Ideas Level 2</p> <ul style="list-style-type: none">• use of paragraphs;• use a variety of structural features, e.g. short paragraphs, direct speech if appropriate.	
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Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 237 325 271">AO3(i)/(ii)</p> <p data-bbox="188 271 300 300">Level 3a</p> <p data-bbox="188 300 320 331">7-9 marks</p> <p data-bbox="188 331 304 362">Grade D</p> <p data-bbox="188 405 395 436">Communication</p> <ul data-bbox="188 472 762 1227" style="list-style-type: none"> • write in a way which shows clarity of thought and communicates with some success; • engage the reader by presenting an analysis with some comment and reasoned ideas e.g. address the topic and some of its complexity; • state the purpose and intention of writing the response possibly with some repetition rather than development of the analysis e.g. by giving further examples which do not develop the analysis; • write a response, the tone of which is balanced but may lack any subtlety, e.g. may assert rather than examine or weigh up various considerations; • use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately; • use some words effectively including analytical markers e.g. ‘Alternatively’, ‘However’, ‘On the other hand’. <p data-bbox="188 1256 577 1288">Organisation of Ideas Level 3a</p> <ul data-bbox="188 1323 762 1525" style="list-style-type: none"> • use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate; • present developed ideas which hold together. 	<p data-bbox="783 371 1166 403">7-12 marks Grade D and C</p> <p data-bbox="783 439 1425 501">Candidates may show evidence of these content features:</p> <ul data-bbox="783 539 1425 1256" style="list-style-type: none"> • show engagement of the topic and understanding that it concerns reference to the achievements and their effects on the community; • analyse and examine this topic from personal experience or from anecdotal sources perhaps citing source and evidence; • offer convincing examples which show these achievements should be valued so highly; • develop a strong and clear personal viewpoint in reviewing and commenting on the achievements. Conscious choice of vocabulary should enhance the personal view; • develop details and comments to reach clear conclusions on the value of the achievements; • conclude the script cogently so that considered final opinion is clear.

Skills-Related Descriptors**AO3 (i)/(ii)****Level 3b****10-12 marks****Grade C****Communication**

- write in a way which shows clarity of thought and communicates with some success;
- engage the reader with some detailed analysis and carefully considered comments e.g. make some detailed reference to the issue and the implications of alternative actions;
- clearly state and sustain the purpose and intention of writing the response e.g. by stating the writer's comments, alternative courses of action and recommendations;
- write a formal response, the tone of which is appropriately balanced and which may show subtlety, employ e.g. enquiry, investigation, sifting of evidence;
- use of devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including analytical markers, e.g. 'However', 'Alternatively', 'It might be better is...'. 'There is a view that', 'Evidence shows that....';

Organisation of Ideas Level 3b

- employ paragraphs effectively in a whole text;
- use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate;
- present well thought out and developed ideas in sentences.

<p>Skills-Related Descriptors AO3(i)/(ii) Allowed Level 4 13 marks Grade B</p> <p>Communication</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates in a convincing way; • engage the reader with detailed, developed analysis, a variety of well-considered comments, some attempt at abstract concepts, vivid detail. e.g. employ facts and figures. • make clear and sustain the purpose and intention of writing the response e.g. by providing evidence, commenting on observations; • write a formal response, the tone of which is appropriately balanced but shows some subtlety edging towards a strong resolution; • use devices such as the rhetorical question, humour and irony to engage the reader's interest; • show appropriate use of more interesting words including analytical markers, e.g. 'Looked at from another angle.' <p>Organisation of Ideas Allowed Level 4</p> <ul style="list-style-type: none"> • write a whole text in continuous prose; • employ paragraphs which contribute to clarity of, and enhance meaning; • use a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech as appropriate. 	<p>Content-Related Descriptors</p> <p>13 marks Grade B</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show a full appreciation of the topic and some of the complex issues arising from it; • give well selected examples and details using emotive and effective language which develops and furthers the analysis; • comment on the implications in relation to the topic in effects on a particular community of particular actions and achievements; • conclude the script in a well rounded effective and particularly appropriate way.
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AO3(iii) Level 1**Accuracy
0-2 Marks**

- 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**Accuracy
3-4 marks**

- 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)**Accuracy
5-6 marks**

- 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**Accuracy
7 marks**

- 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 2 FOUNDATION 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)			✓