



General Certificate of Secondary Education

English (Mature) 3703 *Specification B*

3703/1F Paper 1 Tier F

Mark Scheme

2005 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.



**SPECIFICATION B ENGLISH MATURE 3703
Paper 1 Media and Non-Fiction
Foundation Tier 3703/1F
MARK SCHEME
SUMMER 2005**

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 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, 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 Media and Non-fiction Text

1 Media Texts

Refer to the texts *Model philosophy* and the *The Workaholic* from *Office Stereotypes* on pages 5 and 10-11 of your pre-release booklet.

What different impressions of work are given in the two texts?

Write about:

- the models' lives, as described in the report, compared with that of *The Workaholic*
- the opening and ending of each text, comparing the impressions they create
- the presentational devices and layout in *Model philosophy*. (10 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))
- distinguish between fact and opinion and evaluate how information is presented; (2(ii))
- follow an argument, identifying implications and recognising inconsistencies; (2(iii))
- 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 **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** 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 level 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 level. 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.

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| <p>Skills-Related Descriptors Level 1 0-3 marks</p> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> • show some awareness of one or more text(s); • show some understanding at a basic level of the content of at least one of the texts; • perhaps show some copying from the texts without supporting comment. <p>At the top of the mark range:</p> <ul style="list-style-type: none"> • show some understanding at a straightforward level of some key points in the texts; • make some basic selection from the texts to support simple comments. | <p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • references to texts; • mentions some presentational points; • some mention of their lives; • some detail about the content, possibly from the openings and endings; • simple comment. |
| <p>Skills-Related Descriptors Level 2 4-6 marks</p> <ul style="list-style-type: none"> • show some understanding of their work; • make some limited comment on impressions of work and on openings and endings; • attempt sensible selection of references to support points; • show some understanding of how presentational devices and layout used; • attempt to compare. | <ul style="list-style-type: none"> • models earn thousands of pounds and can continue to study; • able to keep up to date with university work; • studying comes before the demands of employment; • hard to balance their two lives but they do get high-paying holiday job offers; whilst • workaholic loves work and does not want to take holidays; • but is stressed about it all; • unlike the models, does not seem to have variety in life; • and works on Internet etc rather than having their variety; • <i>Model philosophy</i> begins with the contrast in images of models and academics; and ends with positive comment from graduate turned model; • <i>The Workaholic</i> begins by pointing out that for him or her, there is nothing but work and the office, certainly no social life; and ends with the mention of stress and the idea that the deepest relationship would come via the Internet; • large picture of model: pretty but with glasses and book; • smaller picture in library suggests ordinary student; • bold headline links ‘model’ and ‘philosophy’; • strapline and pull-quote focus on positive; • effect of colour. |

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| <p>Skills-Related Descriptors Level 3 7-9 marks</p> <ul style="list-style-type: none"> • give explanations which are concise and generally focused; <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> • show understanding of how work is presented; • compare the lives; • compare the openings and endings; • show understanding of how presentational devices and layout used; • select some appropriate references from the texts to support points; <p>At the top of the mark range:</p> <ul style="list-style-type: none"> • give a clear comparison of the presentations of work; • produce a clear comparison of the lives; • show a detailed comparison of the openings and endings; • provide a clear evaluation of how media layout is used; • provide apt, focused supporting detail. | <p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • <i>Model philosophy</i> reveals how the young women earn thousands but can also study. No real money worries. Can avoid humdrum jobs most need to get by. Krystle gets some jealousy, but knows modelling can be demanding. Quentin has to work hard to complete work on time at Cambridge. Both put academic work first but get excellent holiday job offers. Final impression is that, in fact, modelling can offer more than academia. Throughout, it is presented in positive light. • The Workaholic is married, but apparently the partner has no part in this life, until the Workaholic is forced to take a holiday-even then, there is regular communication with the office. Whilst models have variety, the Workaholic is in the office or involved in the world of ICT. Models travel; but the Workaholic even spends Christmas on a laptop. • Tone of each text important. • <i>Model philosophy</i> opens with cliched images of models and academics and points out that few have beauty and brains. This, obviously, is to contrast with the reality presented in the remainder of the text. It ends with a breaking of the stereotype, when Laura, who achieved a first class degree, and has beauty and brains, opines that she gets more out of modelling than she could have got from an academic life. • The opening of <i>The Workaholic</i> shows that such individuals do not have a life except through work. At the end, this is described as ‘a crippling condition’, where life is nothing but stress. Unlike the models, who are presented as well balanced, the Workaholic is limited, to the point where there can only be a relationship over the Internet. • Krystle looks young, happy, pretty but academic • picture dominates layout, just as models might seem more significant than texts • pink top suggests femininity; glasses suggest intelligence and hair is taken up rather than being let down • Quentin presented in academic surroundings with no flamboyant colours: implied contrast with her other life; effect of caption • headline offers play on words • pull-quote makes model sound ‘real’ • strapline uses striking metaphor • byline |
| <p>Skills-Related Descriptors Allowed Level 4 10 marks</p> <ul style="list-style-type: none"> • show a full and detailed understanding and interpretation of the texts; • provide a detailed evaluation of the texts, commenting critically on stylistic features; • show understanding that these are media texts in a full and detailed explanation of the effectiveness of the layout and presentation related to purpose and audience; • select references concisely. | |

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 the extract *Performances* on the opposite page, in which writer Richard Curtis recounts some memories from his life as an actor.

Richard Curtis wants to amuse the reader. How does he do this?

Write about his use of:

- fact and opinion
- language.

(10 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))
- distinguish between fact and opinion and evaluate how information is presented; (2(ii))
- follow an argument, identifying implications and recognising inconsistencies; (2(iii))
- select material appropriate to their purpose; (2(iv))
- understand and evaluate how writers use linguistic and structural devices to achieve their effects, and comment on ways language varies and changes. (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** 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 level 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 level. 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.

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| <p>Skills-Related Descriptors Level 1 0-3 marks</p> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none">• show some awareness of what the text is about;• perhaps show some copying from the texts without supporting comment. <p>At the top of the mark range:</p> <ul style="list-style-type: none">• show some understanding at a straightforward level of the text;• make some basic selection from the text to support simple comments. | <p>Content-Related Descriptors</p> <ul style="list-style-type: none">• narrates what happens;• refers to the text;• begins to deal with the question. |
| <p>Skills-Related Descriptors Level 2 4-6 marks</p> <ul style="list-style-type: none">• show some understanding of the content of the text;• attempt sensible selection of references to support points;• attempt to interpret the use of fact and opinion;• demonstrate some understanding of how language is used;• attempt to explain how the story is told. | <ul style="list-style-type: none">• deals with the bullets;• attempts to respond to the stem of the question;• re-tells what happened to Richard Curtis in some detail;• deals with facts, such as where they worked and what happened; and some opinions, such as ‘my desire for an acting career had died for ever’;• language points might deal with sentence or paragraph length, the fact that many sentences are short and names are used regularly;• writing about how the reader is amused might focus on the incident in the deck chair or with the kilt. |

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| <p>Skills-Related Descriptors Level 3 7-9 marks</p> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> • show understanding of the content of the text; • some exploration of how the writer uses fact and opinion and language to achieve his desired effects; • show understanding of how the story is told; • select some appropriate references from the text to support points. <p>At the top of the mark range:</p> <ul style="list-style-type: none"> • show a detailed understanding and interpretation of the content of the text; • provide a clear explanation of how the writer uses fact and opinion and language effectively; • show clear understanding of how the story is told; • give concise explanations which are generally focused; • provide apt, focused supporting detail. | <p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • deals in detail with the bullets; • responds to the stem of the question; • notes that the extract is largely factual, giving details of what happened and when; but the humour often comes from the opinions (which are often self-deprecatory): ‘my skills became more and more hidden’, ‘He assumed...’, ‘I sensed something was amiss...’ etc; • likely to analyse how short sentences are used to show his emotion (e.g. at the end of the first section); on the conversational style (‘bloke’ and sentences beginning with ‘And’ and ‘But’); or the final paragraph/quotation; • humour which might be mentioned and analysed includes: how David Bowie treated him, what happened when Rowan left the stage, his appearance as Man Coming Out of Toilet and the kilt incident. |
| <p>Skills-Related Descriptors Allowed Level 4 10 marks</p> <ul style="list-style-type: none"> • show a full and detailed understanding and interpretation of the text; • provide a detailed evaluation of how fact and opinion and language are used; • provide a detailed evaluation of how the story is told; • select references concisely. | |

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 Most people agree that work is an important part of a happy life.

Write an article for a magazine for young people. Advise them to work hard if they wish to get the most out of life.

You might focus on:

- the need to gain the right qualifications
- the benefits of working hard
- job opportunities for those who are successful.

Remember:

- your purpose is to advise
- to keep the audience in mind
- to write accurately and express yourself clearly. *(20 marks)*

Specific

Two separate marks must be awarded 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 mark 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 and the **Content-Related** descriptors next to them.

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 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.

| Skills-Related Descriptors | Content-Related Descriptors |
|---|--|
| <p data-bbox="148 271 284 300">AO3(i)/(ii)</p> <p data-bbox="148 304 240 333">Level 1</p> <p data-bbox="148 338 280 367">0-3 marks</p> <p data-bbox="148 405 355 434">Communication</p> <ul data-bbox="148 472 770 887" 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. makes brief reference to the topic which reiterates the question;• show limited awareness of the purpose and intention of task e.g. by repeating the question;• register may vary between formal and colloquial or slang, sustaining neither;• may attempt devices such as questions but they may not be appropriate or effective;• limited vocabulary evident and arbitrary or no use of argumentative markers. <p data-bbox="148 920 520 949">Organisation of Ideas Level 1</p> <ul data-bbox="148 987 770 1122" 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 data-bbox="794 338 1410 398">Candidates may show evidence of these content features:</p> <ul data-bbox="794 439 1410 819" style="list-style-type: none">• show the need to work hard in a simple way;• show that the focus of the article is on how to get the most out of life;• express a straightforward point of view with some clarity using some appropriately chosen words and phrases;• use some information and examples to illustrate how work produces benefits e.g. mentioning being able to support a family;• offer at least one clear piece of advice;• conclude the article in a clear and rounded way. |

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| <p>Skills-Related Descriptors AO3(i)/(ii) Level 2 4-6 marks</p> <p>Communication</p> <ul style="list-style-type: none">• show awareness of the purpose and intention of writing the article e.g. by directly engaging the reader;• write an appropriate article though register may vary between formality and colloquial or slang, and the tone may be unvaried and over-dogmatic;• engage the reader by presenting advice which has some reasoned and persuasive ideas – though links in arguments may be tenuous, e.g. rely heavily on random ideas rather than on a structured piece of advice;• use devices such as the rhetorical questions, lists and exaggeration, but not always appropriately or effectively;• limited vocabulary but including argumentative/persuasive markers e.g. ‘on the other hand’, ‘perhaps’;• communicate ideas with clarity and some success. <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, dialogue if appropriate. | <p>Content-Related Descriptors</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none">• show a grasp of how to write an article for the magazine;• state the point of view which is being supported, probably in the opening and/or conclusion;• use arguments, examples and persuasion, though not necessarily in the most logical sequence;• include information to support the advice, which might consist of anecdotes or generalised statements;• conclude by attempting to sum up or round off the advice convincingly. |
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| Skills-Related Descriptors | Content-Related Descriptors |
|--|---|
| <p data-bbox="145 264 284 297">AO3(i)/(ii)</p> <p data-bbox="145 297 256 331">Level 3a</p> <p data-bbox="145 331 280 365">7-9 marks</p> <p data-bbox="145 398 355 432">Communication</p> <ul data-bbox="145 465 778 1081" style="list-style-type: none">• state the purpose and intention of writing the article, but without much development of the advice, e.g. points might be repeated;• write an article, the tone of which is appropriately serious but may lack subtlety, e.g. is likely to assert rather than develop or advise effectively;• engage the reader by presenting advice with some reasoning and persuasive ideas e.g. address the topic and some of its complexity;• use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;• use some words effectively including argumentative/persuasive markers e.g. ‘Surely...’; ‘Just imagine....’;• write in a way which shows clarity of thought and communicates with some success. <p data-bbox="145 1115 539 1149">Organisation of Ideas Level 3a</p> <ul data-bbox="145 1182 778 1323" 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="794 365 1409 432">Candidates may show evidence of these content features:</p> <ul data-bbox="794 465 1409 1216" style="list-style-type: none">• show understanding that the topic is concerned with getting the most out of life and working hard and offers appropriate advice;• state clearly the advice which is offered, e.g. a clear statement that hard work produces desirable results;• offer a variety of clear illustrations or persuasive ideas to support the advice;• offer example, information and details to support the topic, e.g. anecdotal evidence, perhaps from friends, media or personal experience; possibly offer some background information from the same sources; perhaps employ some emotive language for effect;• offer convincing supporting ideas using some commanding language and ideas;• begin to offer advice in an articulate way with more general, persuasive ideas than just anecdote and specific examples;• present a clearly expressed conclusion which sums up the advice offered, so that the article ends unambiguously. |

Skills-Related Descriptors

AO3 (i)/(ii)

Level 3b

10-12 marks

Communication

- clearly state and sustain the purpose and intention of writing the article e.g. by engaging the reader directly, effectively and appropriately;
- write an article for the magazine, the tone of which is appropriate and may show subtlety by using emphasis, reason or well-judged humour;
- engage the reader with more detailed advice, argument and persuasive ideas e.g. makes reference to consequences, complexities and implications;
- use devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including argumentative/persuasive markers e.g. ‘I’m sure you will agree with me..’; ‘Think about this for a moment..’; ‘How would you like it if..?’;
- write in a way which shows clarity of thought and communicates with success.

Organisation of Ideas Level 3b

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

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| <p>AO3 (i) (ii) Allowed Level 4 Skills-Related Descriptors 13 marks</p> <ul style="list-style-type: none">• make clear and sustain purpose and intention of writing the article;• write an article, the tone of which is appropriate and also, possibly, manipulative with some subtlety;• engage the reader with detailed, developed advice; a variety of persuasive ideas; abstract argument attempted; vivid detail;• use devices such as rhetorical questions, humour and irony which may influence the reader;• show appropriate use of more interesting words including confrontational/ persuasive markers e.g. ‘Let’s be honest: would anyone want to throw away the chance of a lifetime?’;• write in a way which shows clarity of thought and communicates in a convincing way. <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 meaning and enhance meaning;• use a variety of structural features effectively, e.g. different paragraph lengths, quotations, comparisons and scenarios. | <p>Content-Related Descriptors</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none">• show a complete grasp of the issue as presented;• give well-selected details using emotive, persuasive, imperative and unequivocal words and phrases;• offer more generalised advice stemming from a full understanding of the issue, such as “You should work hard, because if you persevere, there can be no losers: you gain, your family benefits and so does society”;• conclude the article in a well-rounded, clear, even witty and decisive 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 1 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) | | | ✓ |