



## General Certificate of Secondary Education

# English (Mature) 3703 *Specification B*

*3703/2F Paper 2 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 2 Poetry and Writing to Analyse, Review, Comment  
Foundation Tier 3703/2F  
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 Poetry from Different Cultures and Traditions

You will be assessed on the quality of your Reading.

- 1** Read the poem *Jamaican Fisherman* on the opposite page.  
Refer to the poem *Nothing's Changed* on pages 16-17 of your pre-release booklet.

Write about the ways these poems present people and their situations.

You should write about:

- the writer's views about the fisherman in *Jamaican Fisherman*
- the writer's feelings in *Nothing's Changed*
- how each writer uses language.

You are reminded to comment on the cultural aspects of the poems. (20 marks)

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 **20** 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.

<p><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-5 marks</b></p> <ul style="list-style-type: none"> <li>• show some awareness of what one or more text(s) is about at the bottom of the mark range;</li> <li>• show some <b>understanding</b> at a basic level of what each text is about at the bottom of the mark range;</li> <li>• perhaps show some copying from the texts without supporting comment at the bottom of the mark range;</li> <li>• show some <b>understanding</b> at a straightforward level of the texts at the top of the mark range;</li> <li>• make some basic <b>selection</b> from the texts to support simple comments at the top of the mark range.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the writer in <i>Nothing's Changed</i> finds life hard and uncomfortable;</li> <li>• the fisherman is very different in appearance to his background;</li> <li>• simple reference to particular words and phrases for effect.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 2</b>  <b>6-11 marks</b></p> <ul style="list-style-type: none"> <li>• comment in general terms;</li> <li>• show clear <b>understanding</b> of the content of the texts;</li> <li>• make some sensible <b>selection</b> from the texts to support coherent and appropriate points;</li> <li>• show how some words and phrases are used effectively at the bottom of the mark range;</li> <li>• attempt to explore and <b>evaluate</b> how writers use <b>language</b> to achieve their desired effects at the top end of the mark range;</li> <li>• attempt some inference and <b>interpretation</b> at the top end of the mark range.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• more detail on the particular harshness of life in <i>Nothing's Changed</i> e.g. landscape; eating places;</li> <li>• some attempt at interpreting the tone of <i>Nothing's Changed</i>;</li> <li>• more detail of physical descriptions of person and place in <i>Jamaican Fisherman</i> and the emerging writer's view;</li> <li>• identifies appropriate words and language features which link to feeling and opinion.</li> </ul>

<p><b>Skills-Related Descriptors</b>  <b>Level 3</b>  <b>12-18 marks</b></p> <ul style="list-style-type: none"> <li>• show a full <b>understanding</b> of the content of the texts at the bottom of the mark range;</li> <li>• show a detailed <b>understanding and interpretation</b> of the texts at the top of the mark range;</li> <li>• <b>select</b> some appropriate references from the texts to support points at the bottom of the mark range;</li> <li>• provide focused, apt, supporting detail appropriately <b>selected</b> from the texts from the middle of the mark range;</li> <li>• give explanations which are concise and generally focused;</li> <li>• provide a clear and detailed <b>evaluation</b> of how the writers use <b>language</b> effectively.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• full use of content in <i>Nothing's Changed</i> to show awareness of feelings and ideas of the writer;</li> <li>• effective use of textual detail to deal with contrast of person and place in <i>Jamaican Fisherman</i> and empathy with writer's views;</li> <li>• reference to language features will deal with effects achieved by the writer and will show awareness of writer's technique and purpose;</li> <li>• range of comment will be supported by textual detail and/or cross-reference.</li> </ul>
<p><b>Allowed Level 4</b>  <b>19-20 marks</b></p> <ul style="list-style-type: none"> <li>• show a full, detailed and subtle <b>understanding and interpretation</b> of the texts;</li> <li>• select references which are concise and focused;</li> <li>• provide a detailed, critical <b>evaluation</b> of the writers' use of <b>language and its effects</b>.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• interpretation of feelings and ideas in <i>Nothing's Changed</i> will focus on anger and sense of injustice of the writer;</li> <li>• inference in <i>Jamaican Fisherman</i> will focus on contrast of regal and humble;</li> <li>• language features will use textual detail and cross-reference effectively;</li> <li>• integrated reference will show an understanding of a wide variety of writer's techniques.</li> </ul>

**Section B: WRITING TO ANALYSE, REVIEW, COMMENT – 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**

You will be assessed on the quality of your Writing.

- 2 Think about a time when you ignored the advice of someone on whom you would normally rely. Write about this occasion, commenting on your decision and its outcome.

You should write about:

- the events which led up to your needing advice
- why you ignored the advice on this occasion
- how you feel about the outcome of your decision. (20 marks)

Remember:

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 under timed examination conditions.

<p><b>Skills-Related Descriptors</b> <b>AO3 (i)/(ii)</b> <b>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. make brief reference to the topic which reiterates the question;</li><li>• show limited awareness of the purpose and intention of writing the response, e.g. by making simple points;</li><li>• register may vary between formal and colloquial or slang, sustaining neither;</li><li>• may attempt devices such as the rhetorical question, lists may not be appropriate or effective;</li><li>• limited vocabulary evidence with arbitrary or no use of analytical 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>	<p><b>Content-Related Descriptors</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show that topic is understood i.e. identify a particularly significant experience where advice was needed;</li><li>• some attempt to express a straightforward point of view with some clarity using some appropriately chosen words and phrases;</li><li>• offer a personal view about the significance of their action.</li></ul>
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<p><b>Skills-Related Descriptors</b> <b>AO3 (i)/(ii)</b> <b>Level 2</b> <b>4-6 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>• communicate ideas with clarity and some success;</li><li>• 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;</li><li>• show awareness of the purpose and intention of writing the article e.g. by making sensible comparisons;</li><li>• write a response in which the register may vary between formal and colloquial or slang, the tone may be unvaried e.g. wholly defensive rather than balanced;</li><li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively;</li><li>• use limited vocabulary but including analytical markers, e.g. ‘On the other hand...’; ‘perhaps’; ‘although’.</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, direct speech if appropriate.</li></ul>	<p><b>Content-Related Descriptors</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show that topic is understood, i.e. identify a particularly significant experience where advice was needed;</li><li>• offer some evaluation from experience of the effects of their action;</li><li>• express a straightforward point of view with some clarity using some appropriately chosen words and phrases;</li><li>• offer a personal view about the significance of their action;</li><li>• use examples to extend comments on the topic.</li></ul>
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<p><b>Skills-Related Descriptors</b>  <b>AO3 (i)/(ii)</b>  <b>Level 3a</b>  <b>7-9 marks</b></p> <p><b>Communication</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 an analysis with some comment and reasoned ideas e.g. address the topic and some of its complexity;</li> <li>• 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;</li> <li>• 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;</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 analytical markers e.g. ‘Alternatively’, ‘However’, ‘On the other hand’.</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</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show engagement with the topic, and understanding that it concerns some reference to a particularly significant event and its impact at the time and subsequently;</li> <li>• some attempt to analyse and examine this topic from personal experience, perhaps citing other people’s experience;</li> <li>• offer convincing examples in support of their experience such as why they made the decision they did;</li> <li>• make a personal comment based on judgement and experience as to why the decision proved so significant;</li> <li>• develop the comments to reach some conclusions and make comparisons between the decision at the time and later;</li> <li>• conclude the response cogently, so that considered final opinion is clear.</li> </ul>
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<p><b>Skills-Related Descriptors</b> <b>AO3 (i)/(ii)</b> <b>Level 3b</b> <b>10-12 Marks</b></p> <p><b>Communication</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 with some detailed analysis and carefully considered comments e.g. make some detailed reference to the issue and the implications of alternative actions;</li><li>• 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;</li><li>• write a formal response, the tone of which is appropriately balanced and which may show subtlety, employ e.g. enquiry, investigation, sifting of evidence;</li><li>• use of devices such as the rhetorical question, lists, hyperbole as appropriate;</li><li>• use words effectively including analytical markers, e.g. ‘However’, ‘Alternatively’, ‘It might be better if...’. ‘There is a view that’, ‘Evidence shows that...’.</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, dialogue, indented sections if appropriate;</li><li>• present well-thought out and developed ideas in sentences.</li></ul>	<p><b>Content-Related Descriptors</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• show engagement with the topic, and understanding that it concerns some reference to a particularly significant event and its impact at the time and subsequently;</li><li>• some attempt to analyse and examine this topic from personal experience, perhaps citing other people’s experience;</li><li>• offer convincing examples in support of their experience such as why they made the decision they did;</li><li>• make a personal comment based on judgement and experience as to why the decision proved so significant;</li><li>• develop the comments to reach some conclusions and make comparisons between the decision at the time and later;</li><li>• conclude the response cogently, so that considered final opinion is clear.</li></ul>
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<p><b>Skills-Related Descriptors</b>  <b>AO3 (i)/(ii)</b>  <b>Level 3b</b>  <b>10-12 Marks</b></p> <p><b>Communication</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 with some detailed analysis and carefully considered comments e.g. make some detailed reference to the issue and the implications of alternative actions;</li> <li>• 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;</li> <li>• write a formal response, the tone of which is appropriately balanced and which may show subtlety, employ e.g. enquiry, investigation, sifting of evidence;</li> <li>• use of devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• use words effectively including analytical markers, e.g. 'However', 'Alternatively', 'It might be better if...'. 'There is a view that', 'Evidence shows that...'. </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, dialogue, indented sections if appropriate;</li> <li>• present well-thought out and developed ideas in sentences.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show engagement with the topic, and understanding that it concerns some reference to a particularly significant event and its impact at the time and subsequently;</li> <li>• some attempt to analyse and examine this topic from personal experience, perhaps citing other people's experience;</li> <li>• offer convincing examples in support of their experience such as why they made the decision they did;</li> <li>• make a personal comment based on judgement and experience as to why the decision proved so significant;</li> <li>• develop the comments to reach some conclusions and make comparisons between the decision at the time and later;</li> <li>• conclude the response cogently, so that considered final opinion is clear.</li> </ul>
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<p><b>AO3 (iii) Level 1</b> <b>Accuracy</b> <b>0-2 marks</b></p> <ul style="list-style-type: none"><li>• write with little control of agreement, punctuation and sentence construction;</li><li>• organise writing using sentence demarcation which is sometimes accurate;</li><li>• write some simple sentences accurately;</li><li>• show some accuracy in the spelling of words in common use;</li><li>• use standard English appropriately.</li></ul>
<p><b>AO3 (iii) Level 2</b> <b>Accuracy</b> <b>3-4 marks</b></p> <ul style="list-style-type: none"><li>• write with some control of agreement, punctuation and sentence construction;</li><li>• organise writing using sentence demarcation which is mainly accurate at the top of the mark range;</li><li>• write simple and, at the top of the mark range, some complex sentences accurately;</li><li>• show accuracy in the spelling of words in common use;</li><li>• use standard English appropriately.</li></ul>
<p><b>AO3 (iii) Level 3 (3a and 3b)</b> <b>Accuracy</b> <b>5-6 marks</b></p> <ul style="list-style-type: none"><li>• write accurately with control of agreement, punctuation and sentence construction;</li><li>• organise writing using sentence demarcation which is accurate;</li><li>• employ some variety of sentence forms;</li><li>• show accuracy in spelling of words in common use and in an increasingly ambitious vocabulary;</li><li>• use standard English effectively.</li></ul>
<p><b>AO3 (iii) Allowed 4</b> <b>Accuracy</b> <b>7 marks</b></p> <ul style="list-style-type: none"><li>• employ a variety of accurate sentence forms and punctuation for specific effect;</li><li>• show accuracy in spelling words from an ambitious vocabulary.</li></ul>

**SPECIFICATION B MATURE (3703)****PAPER 2 FOUNDATION TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

Assessment Objective	Question	
	1	2
2(i)	✓	
2(ii)		
2(iii)		
2(iv)	✓	
2(v)	✓	
3(i)		✓
3(ii)		✓
3(iii)		✓