



General Certificate of Secondary Education

English (Mature) 3703 *Specification B*

3703/2F Paper 2 Tier F

Mark Scheme

2006 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 2006**

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

You will be assessed on the quality of your Reading. You are reminded to comment on the cultural aspects of the poems.

- 1 Refer to the poem *My Village* on page 13 of your pre-release booklet. Read the poem *Village Song* on the opposite page.

How do the writers describe their feelings when they think about returning to their own villages?

You should write about:

- Shefalika Verma’s descriptions of her village at different times
- how Sarojini Naidu describes her feelings in *Village Song*
- how the descriptions in *My Village* and *Village Song* are different. (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>Skills-Related Descriptors Level 1 0-5 marks</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>Content-Related Descriptors 0-5 marks</p> <ul style="list-style-type: none"> • outline details of the village in <i>My Village</i>; • some sense of dark or danger or loneliness in the journey in <i>Village Song</i>; • the return to the village seems a more enjoyable experience in the first poem.
<p>Skills-Related Descriptors Level 2 6-11 marks</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>Content-Related Descriptors 6-11 marks</p> <ul style="list-style-type: none"> • starting to use details of the different aspects of the village in <i>My Village</i> although comments on these may be generalised; • more details of the threatening atmosphere in <i>Village Song</i>, picking up the effects of some words but again comments may tend to the general; • may give examples of language use which help to show the different experiences; may be single words with general comments.

<p>Skills-Related Descriptors Level 3 12-18 marks</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 12-18 marks</p> <ul style="list-style-type: none"> • clearer ideas on the uses of language to create different effects in <i>My Village</i>; more definite identification of feelings with appropriate and relevant comments on effects; • clearer ideas on how the fears of the girl are expressed in <i>Village Song</i>; firm comment on language use with appropriate and relevant examples; may pick up and comment on the rhyme pattern of the poem; • clearer use of detail to pick up differences in tone and feelings in the poem; more use of comparison in language with comments on effectiveness.
<p>Skills-Related Descriptors Allowed Level 4 19-20 marks</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. 	<p>Content-Related Descriptors 19-20 marks</p> <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.

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 Write an essay about a place which brings back happy memories to you, commenting on why it is so special.

You should write about:

- the reasons for your fondness for this place
- why the memories have stayed with you.

Remember

- to keep the audience in mind
- to write accurately and express yourself clearly.

(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>Skills-Related Descriptors AO3 (i)/(ii) Level 1 0-3 marks</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 0-6 marks</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 the place or their memories; • offer some analysis of the value of the memories; • 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 memories; • include some details in their example; • conclude in a clear and rounded way.
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Skills-Related Descriptors

AO3 (i)/(ii)

Level 2

4-6 marks

Communication

- 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 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. wholly defensive rather than balanced;
- 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’.

Organisation of Ideas Level 2

- use of paragraphs;
- use a variety of structural features, e.g. short paragraphs, direct speech if appropriate.

<p>Skills-Related Descriptors AO3 (i)/(ii) Level 3a 7-9 marks</p> <p>Communication</p> <ul 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>Organisation of Ideas Level 3a</p> <ul 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>Content-Related Descriptors 7-12 marks</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show engagement of the topic and understanding that it concerns reference to place and its special memories; • analyse and examine this topic from personal experience; • offer convincing examples which show why these memories should be valued so highly; • develop a strong and clear personal viewpoint in reviewing and commenting on the memories. Conscious choice of vocabulary should enhance the personal view; • develop details and comments to reach clear conclusions on the value of the memories; • conclude cogently so that considered final opinion is clear.
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Skills-Related Descriptors

AO3 (i)/(ii)

Level 3b

10-12 Marks

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 Allowed Level 4 13 marks</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 13 marks</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 feelings arising from it;• give well selected details using emotive and effective language which develops and furthers the analysis;• comment on the implications in relation to the topic in effects on the value of the memories;• conclude 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 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
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Assessment Objective	Questions		
	1	2	3
2.1 (i)	✓	✓	
2.2 (ii)	✓		
2.3 (iii)			
2.4 (iv)		✓	
2.5 (v)	✓	✓	
3.1 (i)			✓
3.2 (ii)			✓
3.3 (iii)			✓