



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English (Mature) 3703

Specification B Paper 2F

Mark Scheme

2007 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.

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**SPECIFICATION B ENGLISH MATURE 3703
Paper 2 Media and Non-Fiction
Foundation Tier 3703/2F
Mark Scheme
Summer 2007**

General

Examiners may use their own systems of marking, but they **must show through a brief comment at the end of each response and symbols in the body of the text how they have arrived at their mark.** The comment should be related to the **Skills-Related** descriptors in the mark scheme. Each page on which there is writing must be ticked.

Skills-Related descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. **Content-Related** descriptors are an indication of the kinds of responses candidates might make in order to achieve the marks in the range.

Assessment Objectives

The candidates' work will be assessed according to the relevant assessment objectives for Reading and Writing and the level descriptors. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

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 Media Texts

Read the poem 'Modern Girl' on the opposite page. Refer to the poem 'LISTN BIG BRODDA DREAD, NA!' on page 16 of your pre-release booklet.

Write about the presentation of women in these poems.

You should write about:

- what we learn in the poems about the attitudes of the men towards the women
- the language each poet uses to present the woman in his poem. (20 marks)

Specific

Examiners are required to consider how far candidates:

- understand the texts, engage with them, and **interpret** them; (2(i))
- select appropriately from the texts and **make cross-references**; (2(iv))
- **understand** and **evaluate** how **language** is used for effect. (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** levels on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a grade band a candidate's work **will satisfy most (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. The **Content-Related** descriptors present features and examples, some of which candidates might 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 0-6 marks</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Show limited interpretation, and understanding of the content of the Poetry texts; • may offer copying or irrelevant quotation; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writers use language and structure. 	<ul style="list-style-type: none"> • Simple references to actions/behaviour of women in the poems; • simple reference to the women; • simple reference to acts of the women.
<p>Level 2 7-12 marks</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, and understanding of the content of the Poetry texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to select or quote relevant material; • collates some material or make some cross references between the two poems; • shows some understanding of how the writers use language and structure to achieve their intended effects, often through simple identification of features. 	<ul style="list-style-type: none"> • More detail on looks and behaviour of the women in the poem; • some attempt at interpreting the tone of both poems; • identifies appropriate words and language features which link to feeling and opinion/attitudes.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 13-18 marks</p> <p>Key words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the Poetry texts; • makes appropriate references to the Poetry texts; • show clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross- references between the two poems in support of the answer; • show clear understanding of how the writers use language and structure to achieve their intended effects. 	<ul style="list-style-type: none"> • Full use of content in both poems to show awareness of feelings and ideas of the writer; • effective use of textual detail to deal with contrast in both poems and empathy with writer's views; • reference to language features will deal with effects achieved by the writer and will show awareness of writer's technique and purpose in defining attitudes and culture; • range of comment will be supported by textual detail and/or cross-reference.
<p>Allowed Level 4 19-20 marks</p> <p>Key words: 'detailed', 'perceptive'</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the Poetry texts; • makes perceptive references to the Poetry texts; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross- references between the two poems in support of the answer; • shows detailed understanding and sensitive appreciation of how the writers use language and structure to achieve their intended effects. 	<ul style="list-style-type: none"> • interpretation of feelings and ideas in tone/attitude of the writer; • reference in both poems with focus on contrast of women and expectations; • language features will use textual detail and cross-reference effectively; • integrated reference will show an understanding of a wide variety of writer's techniques.

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 Write about a time when you did something which made you feel proud.

You should:

- review the events which led to your actions
- comment on why you chose to act the way you did and on your feelings afterwards.

Remember:

- to keep your audience in mind
- to write accurately and express yourself clearly. (20 marks)

Specific

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

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** descriptors on the left hand side of the page and the **Content-Related** descriptors on the right-hand side of the page.

For AO3 (iii), use the separate set of levels which follow. Ring the marks in the margin at the end of the answer, with the AO3 (i)/(ii) total above the AO3 (iii) total. **Note that two marks will be awarded which must be indicated separately and added together.**

Remember that to be placed in a level a candidate's work **will satisfy most (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. For AO3 (i)/(ii), the **Content-Related** descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 1 0-3 marks</p> <ul style="list-style-type: none"> • Communicates 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 writing the response e.g. by making simple points; • register may vary between formal and colloquial or slang, sustaining neither; • use of 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 for levels 1 and 2</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show that topic is understood i.e. identify a particularly significant experience where the writer took pride in their actions; • some attempt to express a straightforward point of view with some clarity using some appropriately chosen words and phrases; • offer a personal view about the significance of their action.
<p>AO3(i)/(ii) Communication Level 2 4-6 marks</p> <ul style="list-style-type: none"> • Communicates ideas with 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. wholly defensive rather than balanced; • use devices such as 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 paragraphs; • use a variety of structural features, e.g. short paragraphs, dialogue if appropriate. 	<p>Content-Related descriptors for level 2</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show that topic is understood, i.e. identify a particularly significant experience where the writer took pride in their action; • offer some evaluation from experience of the effects of their action; • express a straightforward point of view with some clarity using some appropriately chosen words and phrases; • offer a personal view about the significance of their action; • use examples to extend comments on the topic.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Communication Level 3a 7-9 marks</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 for level 3a</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • 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; • some attempt to analyse and examine this event from personal experience, perhaps citing other people's experience; • offer convincing examples in support of their experience such as why they took the action they did; • make a personal comment based on judgement and experience as to why the action proved so significant; • develop the comments to reach some conclusions and make comparisons between the action at the time and later; • conclude the response cogently, so that considered final opinion is clear.
<p>AO3(i)/(ii) Communication Level 3b 10-12 marks</p> <ul style="list-style-type: none"> • 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 if...'. 'There is a view that', 'Evidence shows that...' <p>Organisation of Ideas Level 3b</p> <ul style="list-style-type: none"> • 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>Content-Related descriptors for level 3b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • 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; • some attempt to analyse and examine this event from personal experience, perhaps citing other people's experience; • offer convincing examples in support of their experience such as why they took the action they did; • make a personal comment based on judgement and experience as to why the action proved so significant; • develop the comments to reach some conclusions and make comparisons between the action at the time and later; • conclude the response cogently, so that considered final opinion is clear.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 248 644 309">Communication Allowed Level 4 13 marks</p> <ul data-bbox="188 349 772 1099" style="list-style-type: none"> • Write in a way which shows clarity of thought and communicates in 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 data-bbox="188 1133 722 1167">Organisation of Ideas Allowed Level 4</p> <ul data-bbox="188 1205 778 1402" style="list-style-type: none"> • Write a whole text in continuous prose; • employ paragraphs which contribute to clarity of, and enhance meaning; • use of a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech as appropriate. 	<p data-bbox="810 248 1353 282">Content-Related descriptors for level 4</p> <p data-bbox="810 315 1374 376">Candidates may show evidence of these content features:</p> <ul data-bbox="810 454 1398 992" style="list-style-type: none"> • show a full appreciation of the decision and some of the complex issues arising from it; • give well-selected examples and details using emotive, effective language which develops and furthers the analysis; • comment on the implications in relation to the topic e.g. the value of reviewing, commenting on and evaluating past significant experiences as a means of making sense of the past; • conclude the response in a well-rounded, effective, perhaps witty way.

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

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

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

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

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

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

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

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

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

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