

GCSE 2004

June Series



Mark Scheme

English Specification B (Mature) *(3703/1H)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Dr Michael Cresswell Director General



**SPECIFICATION B ENGLISH MATURE 3703
Paper 1 Media and Non-Fiction
Higher Tier 3703/1H
MARK SCHEME**

General

Examiners may use their own systems of marking, but they **must show through a brief comment at the end of each response and symbols in the body of the text to show 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 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 article *Mobile magnate found dead in bath* on page 8 of your pre-release booklet and then read the front page of *your money* on page 9 of the pre-release booklet.

The article reports the death of a billionaire businessman. The front page of *your money*, a magazine which deals with family finances, presents the main topics covered for readers.

In what differing ways do these media texts present their content to the reader?

You should write about the following:

- the purpose or purposes of each text
- the use of structure and presentational devices
- any use of fact and/or opinion.

(13 marks)

Specific

Examiners are required to consider how far candidates:

- engage with the texts and show **understanding** of them; (2(i))
- **select** appropriate references to support and make **comparisons and cross references**; (2(iv))
- **evaluate** the writers' use of **language**. (2(v))

Award a mark out of **13** for **Reading**. Assess answers in terms of the grid below i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed examination conditions.

<p>Skills-Related Descriptors 0-4 marks Grades U-E</p> <ul style="list-style-type: none"> • show some of the basic interpretation, insight and understanding of the content of the media texts; • make some reference to the information and detail presented in the texts; • make some appropriate quotation from the texts; • show some basic understanding of the writer’s intentions in the texts • show some limited awareness of how the writers use language and presentation to achieve their intended effect. 	<p>Content-Related Descriptors 0-8 marks Grades U-C</p> <p>from <i>Mobile magnate...</i></p> <ul style="list-style-type: none"> • the article deals with the death of Keith McCaw; • the headline is exciting and draws the reader into the subject quickly; • the extent of McCaw’s wealth and that of his family is effectively described; • the purpose of Simon English’s article is to provide information about his subject. <p>from <i>your money</i></p> <ul style="list-style-type: none"> • the front page contains eye-catching features; • the purpose of the front page is to tell the reader what is in the magazine; • there are a lot of separate items presented to the reader; • the picture is a cheerful family; • there are different font sizes used throughout the front page; • colour is used effectively.
<p>Marks 5-8 Grades D and C</p> <ul style="list-style-type: none"> • offer a full interpretation, insight and understanding of the content of the media texts; • make appropriate reference to the information and detail presented in the texts; • quote appropriately from the texts • show understanding of some of the writers’ intentions in the texts; • evaluate how the writers use language, layout and presentation to achieve their intended effect. 	<p>from <i>Mobile magnate...</i></p> <ul style="list-style-type: none"> • Simon English presents mainly factual information about the career of Keith McCaw; • the main details of the story are encapsulated in the first paragraph; • there is a significant amount of financial information about the family business; • some details of Keith McCaw’s private life are revealed; • Keith led a quieter life than his brothers who ‘learnt to fly aircraft and hunt big game’; • there are no pictures or other visual presentational devices to the story; • the article gains impact from detailed information which would be of interest to Daily Telegraph readers; • the article is set out in standard newspaper columns. <p>from <i>your money</i></p> <ul style="list-style-type: none"> • the picture of the family is linked to the story about education; • the purpose of the front page is to attract potential readers of the magazine; • there is an effective design and layout to the front page and the use of colour heightens its appeal; • the front page would interest certain types of readers, namely those who have reasonable incomes to manage; • the language is not difficult although some words are of a technical nature, such as ‘annuities’, ‘National Savings’ and ‘mortgages’.

Skills-Related Descriptors 9-13 marks Grades B-A*	Content-Related Descriptors 9-13 marks Grades B-A*
<ul style="list-style-type: none"> • offer a full and detailed interpretation, insight and understanding of the content of the media texts; • make appropriate and comprehensive reference to the information and detail presented in the texts; • quote fully and appropriately from the texts; • show a full understanding of the writers' intentions in the texts; • evaluate and analyse how the writers use language, layout and presentation to achieve their intended effect. 	<p>from <i>Mobile magnate</i>...</p> <ul style="list-style-type: none"> • Simon English provides a structure to the piece, moving away from McCaw's death to the family business, then on to the wealth and philanthropy of the brothers, and finally to Keith McCaw's private life and personality; • there is a shift in the report as it moves into more obviously personal territory; • some metaphorical language is used: 'drained'; 'in the shadows'; • there is some humour evident in the quotation chosen to explain why McCaw left the family firm; • paragraphs are short despite the fact that the article appears in a broadsheet newspaper; • there is a focus on the nickname 'The Invisible Man', which underpins McCaw's distaste for publicity; • the pace of the narrative is ideal for a newspaper article of limited length; • the final sentence reminds readers of the family dimension in the story; • the lack of presentational devices is appropriate for a story on this topic in a broadsheet newspaper; • the audience for this piece are likely to be educated readers with an interest in the world of business; • opinions that are found in the story are not those of the writer; they are the reported opinions of Keith McCaw himself (in quotation) and others. <p>from <i>your money</i></p> <ul style="list-style-type: none"> • the photograph represents an attractive, middle class family and may be a posed, rather than real group; • there is a use of informal language such as 'financial hangover' and 'sparkling performance'; • the photograph links to the main story which is presented through a larger font and given the label 'special report'; • the purpose of the article is to attract the target audience by careful selection of topics for display on the front page; • sentences are very brisk and business-like: 'We fight for a solution'. • the tone is positive, the suggestion being that the magazine will deliver on its promises; • the text on the page contains a variety of functions such as statement, question, assertion, imperative; • each heading contains a sub heading clarifying the nature of the article to be found inside.

READING – Assessment Objectives

- 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 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

Refer to the extract from George Orwell's *Down and Out in Paris and London* on the opposite page, in which the author describes his experiences of poverty in the late 1920s. The extract focuses on a character Orwell met in his travels in England.

Write about the way in which Orwell presents Paddy, and Paddy's approach to life as a tramp. How does Orwell use language to produce an effective piece of writing?

(14 marks)

Specific

Examiners are required to consider how far candidates:

- engage with the text and show **understanding and interpretation** of it; (2(i))
- **select** appropriately from the text; (2(iv))
- **understand and evaluate** how **language** is used to achieve the writer's effects. (2(v))

Award a mark of **14** for **Reading**. Assess answers in terms of the grid below i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

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

Remember that candidates are writing under timed examination conditions.

<p>Skills-Related Descriptors 0-5 marks Grades U-E</p> <ul style="list-style-type: none"> • show some of the basic interpretation, insight and understanding of the content of the non-fiction text; • make some reference to the information and detail presented in the texts, probably copied or paraphrased; • show some basic ability to distinguish fact from opinion • make some appropriate quotation from the texts to support responses. 	<p>Content-Related Descriptors 0-5 marks Grades U to E</p> <ul style="list-style-type: none"> • Orwell describes a person he has met on his travels; • he explains the appearance and background of Paddy; • Paddy had a set of beliefs which he tried to follow; • Orwell shows some understanding and sympathy to this character.
<p>6-9 marks Grades D and C</p> <ul style="list-style-type: none"> • offer a full interpretation, insight and understanding of the content of the non-fiction text; • make appropriate reference to the information and detail presented in the text; • show some ability to distinguish fact from opinion in the text; • evaluate some aspect of the writing • offers some quotation in support of responses. 	<p>6-9 marks Grades D to C</p> <ul style="list-style-type: none"> • Orwell recalls the difficulties that Paddy encountered; • a clear and detailed description of Paddy is provided in the main body of the text; • the description of Paddy points out how he coped with his present state and this is heightened by the use of telling phraseology such as ‘careful of his appearance’ and ‘horribly ashamed of being a tramp’; • Orwell structures his description very clearly, moving from a physical description to a presentation of his background and character; • Orwell uses specific detail to provide an immediacy in the narrative, for example, the description of the ‘very old evening trousers’; • the tone of the excerpt is rather cold, but honest, and Orwell has some sympathy for Paddy; • there is a dry humour in the presentation of Paddy’s strategies for survival.

Skills-Related Descriptors 10-14 marks Grades B-A*	Contents-Related Descriptors 10-14 marks Grades B-A*
<ul style="list-style-type: none"> • offer a full and detailed interpretation, insight and understanding of the content of the non-fiction text; • make appropriate and comprehensive reference to the information and detail presented in the texts; • show ability in distinguishing fact from opinion • evaluate aspects of the text • quote fully and appropriately from the texts. 	<ul style="list-style-type: none"> • a full and close engagement with language is evidenced throughout • candidates in this band may identify and analyse such aspects of style as lexical variety (e.g. the informal ‘dirty-in-the-grain look’; the abstract ‘scrap of respectability’; the descriptive ‘hunching his shoulders forward’); a range of simple and complex sentences providing a distinct pace and rhythm to the excerpt; the establishment of mood and tone through a clear sighted focus on all aspects of Paddy’s character • Orwell uses Paddy’s colloquial English in quotation in order to provide further characterization beyond GO’s description • some candidates may be able to read into the description a sense of Orwell’s impatience at Paddy’s defeatism, exemplified best in the final sentence of the second paragraph; • the piece is an effectively balanced and structured, with Orwell’s objective and disarmingly honest description offset by comment and occasional judgement • the best answers will be distinguished by sustained sensitivity to language, appreciation of the subtler nuances of interpretation and some awareness of the specific qualities of personal memoir in presenting a mediated view of external reality.

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 Many people believe that life is short and take a “spend, spend, spend” approach to money.

Write an article for a magazine dealing with family affairs, in which you attempt to persuade readers that saving money is as important as spending it.

(27 marks)

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 18. The other is for AO3(iii) out of 9. The total available marks for Section B questions is therefore 27.

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

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

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

Remember that candidates are working in timed examination conditions.

<p>Skills-Related Descriptors AO3(i)/(ii) Level 1a 0-3 marks Grades U-G</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate few ideas with limited success; • Engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question; • Show limited awareness of the purpose and intention of writing the article e.g. by simple definition of the topic; • May attempt a formal article frame, though register may vary between formal and colloquial or slang, sustaining neither; • Use of devices such as the rhetorical question, or lists which may not be appropriate or effective; • Limited vocabulary evident with arbitrary or little use of persuasive markers. <p>Organisation of Ideas Level 1a</p> <ul style="list-style-type: none"> • Show evidence of erratic paragraph structure; show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated quotation if appropriate. 	<p>Content-Related Descriptors</p> <p>4-6 marks Grades U-E</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show that the topic of the value of saving money has been understood; • Show that the focus of the article is on persuading the reader; • Express a straightforward point of view with some clarity using some persuasive words and phrases; • Use some information and examples to illustrate the point of view put forward; • Make at least one valid point to support the position adopted with some conviction; • Conclude the article in a clear and rounded way.
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<p>Skills-Related Descriptors</p> <p>Level 1b</p> <p>4-6 marks</p> <p>Grades F-E</p> <p>Communication</p> <ul style="list-style-type: none">• Communicate ideas with clarity and some success;• Engage the reader by presenting persuasive ideas with some clear reasoning – though links in between different points may be tenuous, e.g. make reference to the issue and its consequences;• Show awareness of the purpose and intention of writing the article e.g. by stating the writer’s views;• Write a magazine article though register may vary between formal and colloquial or slang, or the tone may be unvaried, e.g. relentlessly dogmatic;• Use devices such as the rhetorical question, lists, exaggeration but not always appropriately;• Use limited vocabulary but including argumentative/persuasive markers e.g. ‘in the first place’, ‘finally’. <p>Organisation of Ideas Level 1b</p> <ul style="list-style-type: none">• use of paragraphs which may enhance meaning;• use a variety of structural features, e.g. short paragraphs, quotation or dialogue if appropriate.	
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<p>Skills-Related Descriptors AO3(i)/(ii) Level 2a 7-9 marks Grade D</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 the case with some reasoning and clear, persuasive ideas, e.g. a number of good reasons why it makes sense to save money • state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view; • write a magazine article, the tone of which is appropriately serious but may lack subtlety, and modulation of tone; • use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much; • use some words effectively including argumentative/persuasive markers e.g. ‘based on my experience’; ‘many people say that..’ <p>Organisation of Ideas Level 2a</p> <ul style="list-style-type: none"> • use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue; • present developed ideas which hold together. 	<p>Content-Related Descriptors</p> <p>7-12 marks Grades D and C</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show understanding that the article is concerned with persuading readers to save money rather than simply spending it; • state clearly the point of view which is to be put across to readers; • offer examples, information, details to support the topic, e.g. through anecdotal evidence: examples which support the idea that it makes sense to save money • present points in a coherent way to establish a logical sequence for persuasion • begin to show ability to argue in an articulate way using more general, persuasive ideas than just anecdote and specific example such as ‘people need to have something to fall back on if an emergency occurs’ • present a cogent and clearly expressed sense of closure.
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<p>Skills-Related Descriptors Level 2b 10-12 marks Grade C</p> <p>Communication</p> <ul style="list-style-type: none">• write in a way which shows clarity of thought and communicates with increased success;• engage the reader with more detailed argument and persuasive ideas e.g. make reference to consequences and implications;• clearly state and sustain the purpose and intention of writing the article e.g. by articulating evidence which conclusively persuades the reader;• write a magazine article, the tone of which is appropriately serious and which may show subtlety and employ e.g. emphasis, assertion, reason;• use devices such as the rhetorical question, lists or hyperbole as appropriate;• use words effectively including argumentative/persuasive markers e.g. ‘taking into account all the evidence..’; ‘An even more convincing reason is....’ <p>Organisation of Ideas Level 2b</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.	
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<p>Skills-Related Descriptors AO3(i)/(ii) 13-15 marks Grade B</p> <p>Communication Level 3a</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 argument, a variety of persuasive ideas, some attempt at abstract concepts, relevant detail, e.g. employ facts and figures, if appropriate; • make clear and sustain purpose and intention of writing the article e.g. by identifying material which convinces the audience that it is sensible to save money; • write a magazine article, the tone of which is appropriately serious but also manages to show a degree of manipulative subtlety; • use devices such as the rhetorical question, humour and irony which may influence the reader; • show appropriate use of more interesting words including confrontational/persuasive markers e.g. ‘It goes without saying, given the evidence....’ <p>Organisation of Ideas Level 3a</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, quotation, as appropriate. 	<p>Content-Related Descriptors</p> <p>13-18 marks Grades B-A*</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 within the article which is focused and relevant; • make sound points by ensuring that effective supporting material is presented without recourse to inappropriate anecdote or received opinion; • give well selected details which contribute to eloquent and sophisticated reasons for making the case that saving money is important; • employ an effective vocabulary and syntax which allows a clear presentation and which establishes an eloquent command of the task; • indicate some knowledge, or cite other sources, to offer coherent suggestions as a means of developing the persuasive function of the article; • offer more generalised points which might explore the broader aspects of the topic such as the idea that saving money shows consideration for others; • provide a satisfactory and clear sense of closure that is appropriate to the task.
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Level 3b**16-18 marks****Grades A and A*****Communication**

- write in a way which shows clarity of thought and communicates in a convincing and compelling way;
- engage the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, precise and relevant detail, e.g. employ facts and figures, make a moral appeal, introduce an ironic tone at times;
- make and sustain clearly the purpose, intention and objective of writing the article;
- write a magazine article, the tone of which is appropriately serious but also manipulative and subtle, employ e.g. assertion, reason, sophistication;
- use linguistic devices such as the rhetorical question, hyperbole, irony, irony in an effective and appropriate way;
- show control of an extensive, appropriate vocabulary.

Organisation of Ideas Level 3b

- write a whole text in continuous prose;
- employ paragraphs effectively to enhance meaning including, e.g. one-sentence paragraphs;
- use a variety of structural features, e.g. different paragraph lengths, indented sections, quotation, bullet points, as appropriate;
- present complex ideas in a thoroughly coherent way.

NB. For the A* mark of 18, candidates show consummate ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.

AO3(iii) Level 1**Accuracy****0-3 marks**

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

AO3(iii) Level 2**Accuracy****4-6 marks**

- write with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate;
- employ a variety of sentence forms;
- show accuracy in the spelling of words in common use in an increasingly ambitious vocabulary;
- use standard English appropriately.

AO3(iii) Level 3**Accuracy****7-9 marks**

- use complex grammatical structures and punctuation with success;
- organise writing using sentence demarcation;
- employ a variety of sentence forms to good effect including short sentences;
- show accuracy in the spelling of words from an ambitious vocabulary;
- use standard English appropriately.

SPECIFICATION B MATURE (3703)**PAPER 1 HIGHER 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)			✓