

GCSE 2004

June Series



Mark Scheme

English Specification B (Mature) *(3703/2H)*

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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Set and published by the Assessment and Qualifications Alliance.

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**SPECIFICATION B ENGLISH MATURE 3703
Paper 2 Writing to Analyse, Review, Comment
Higher Tier 3703/2H
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 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 Read the poem *The Flower-Fed Buffaloes* on the opposite page, and remind yourself of the poem *Spiritual Song Of The Aborigine* on page 10 of the pre-release booklet.

These poems deal with two different cultures. Compare and contrast the ways in which each poet presents what is special about the way of life described.

You should write about:

- the settings and what is special about the buffaloes and the Aborigine
- how each poet uses language and form
- which poem you prefer and why.

You are reminded to comment on the cultural aspects of the poems.

(27 marks)

Specific

Examiners are required to consider how far candidates:

- engage with the texts and show **understanding** of them; (2.1)
- **select** appropriate material from the texts and make **comparisons and cross references** as required; (2.4)
- evaluate the writers' **use of language**. (2.5)

Award a mark out of **27** 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.

Skills-Related Descriptors	Content-Related Descriptors
<p>0-6 marks Grades U-G</p> <ul style="list-style-type: none"> • show some understanding of the texts at a basic or straightforward level; • make some simple statements about the similarities between the two poems. 	<p>0 – 12 marks Grades U-E</p> <p><i>from The Flower-fed Buffaloes</i></p> <ul style="list-style-type: none"> • used to live on the prairies – lots of flowers; • native Americans (variously labeled) were there.
<p>7-12 marks Grades F and E</p> <ul style="list-style-type: none"> • show a clear understanding of some aspects of the cultural situation explored in each poem; • show some appreciation of the similarities in thoughts and feelings expressed; • make some selection from the texts to support points. 	<p><i>from Spiritual Song Of The Aborigine</i></p> <ul style="list-style-type: none"> • Aborigines were part of the land; • also one of the native animals. • Both poems describe the past of the two places. <p><i>from The Flower-fed Buffaloes</i></p> <ul style="list-style-type: none"> • effects of trains running through the countryside; • describes what the buffaloes used to do – ‘gore’ and ‘trundle’ (similar to train); • pictures of tribes ‘lying low’ – perhaps drawing on candidates’ experiences of films. <p><i>from Spiritual Song Of The Aborigine</i></p> <ul style="list-style-type: none"> • told by an Aborigine; • who is also one of the native animals – identifying those more particularly associated with Australia. • both poems end in very short lines (effects?); • both poems draw on nature for description of what is special about each subject; • simple/straightforward reasons for preference.

Skill-Related Descriptors 13-15 marks Grade D	Content-Related Descriptors 13-18 marks Grades D and C
<ul style="list-style-type: none"> • show a full understanding of the situation explored in both poems; • make some reference to similarities between the poems (in terms of situation and style); • select appropriately from the texts to provide evidence of poets' presentation of their ideas and feelings; • show some understanding and evaluation of use of language. <p>16-18 marks Grade C</p> <ul style="list-style-type: none"> • show a full understanding and appreciation of the situation explored in both poems; • select evidence to show understanding of the more complex ideas and feelings presented in the poems; • draw some comparisons and make cross-references between the poems; • give well selected references to, and evaluation of, the writers' use of language. 	<p><i>from The Flower-fed Buffaloes</i></p> <ul style="list-style-type: none"> • alliteration of title; • movement from 'days of long ago' to 'locomotives'; • effects of humans 'swept away the wheat' whereas the buffalo was part of nature; • repetition of 'no more' and how they and the tribes have gone (waiting); • assonance of 'wheat' and 'sweet' add to the romanticising effects; • contrast with the more physical 'gore', 'bellow' etc. <p><i>from Spiritual Song Of The Aborigine</i></p> <ul style="list-style-type: none"> • use of 'child' gives the poem and voice sense of innocence and loss; • present tense used – gives sense of continuity; • choice of animals is interesting – eagle – bird of prey; crow – carrion eater and snake – associated qualities; • final three lines each a simple sentence/assertion – to climax; • first person - repetition of <i>I</i> - effects; • <i>No other man of a different hue</i> – toward the end suggests how recent in time has been the advent of 'white' people. <p><i>from both Poems</i></p> <ul style="list-style-type: none"> • 3rd/first person narration/voice – reader response; • some awareness of the use of rhyme and repetition in each poem and the effect; • poem 1 has a more threatening feel at end than poem 2; • reward sensible reasons (located in qualities of text) for preference; • clear account of content/meaning/feelings.

Skills-Related Descriptors	Content-Related Descriptors
<p>19 – 21 marks Grades B to A*</p> <ul style="list-style-type: none"> • show a full and detailed understanding of the content of the poems; • explore similarities (and any differences?) between the poems and make appropriate cross-references; • appreciate the more complex ideas and feelings presented in the poems; • give well selected references to and explanation of the writers’ use of language. 	<p>19 – 27 marks Grades B to A*</p> <p><i>from The Flower-fed Buffaloes</i></p> <ul style="list-style-type: none"> • romanticized portrait of the animals/time – related to specifics of language in the poem; • secure awareness moving to perceptive analysis of the movement of the poem to the ending with its repetition ‘lying low’ and how these affect meaning/reader response; • security of use of terminology – rhyme, assonance and related effects; • organisation of the poem into sentences first long and the use of: - to slow the pace (animal/nature against the train and man) yet the locomotives ‘sing’ so this is not a completely negative response to the changes time brought.
<p>22-24 marks Grade A</p> <ul style="list-style-type: none"> • show a full appreciation and understanding of the content of the poems; • appreciate the more complex and interesting similarities (and differences?) between the poems; • make, by cross-reference, a comparison between the poems; • make, by cross-reference, a comparison between the poems; • give a full account of the effectiveness of the language and stylistic devices used by the poets. 	<p><i>from Spiritual Song Of The Aborigine</i></p> <ul style="list-style-type: none"> • continuous identification of persona with all of the traditional/timeless aspect of Australia; • secure understanding (moving to perceptive for highest marks) of how features of language enhance the aspect of ‘song’ and celebration in this poem; • secure/sensitive awareness of the choice of simple language and its effects (elemental/natural?); • element of suffering of the natives – ‘red’ - ‘blood’ etc.
<p>25-27 marks Grade A*</p> <ul style="list-style-type: none"> • candidates in this band demonstrate in their work all of the attributes noted above; • reference to the poems shows insight into and analysis of their language and structure; • it is possible that such candidates will offer an original comparative interpretation of the two poems. 	<p><i>from both Poems</i></p> <ul style="list-style-type: none"> • both celebrate their subjects and associate them with the essence of the place; • <i>Buffaloes</i> perhaps more romanticized ‘<i>perfumed grass</i>’; • use of continuous participles in each – how these contribute to the sense of nostalgia and longing (elegiac qualities); • in both a sense of power and strength in the subject – differences secure/very detailed (for highest marks); • secure (again perceptive/analysis) of the implicit criticism in both poems for changes through time and of those who came to dominate the two lands – with secure/detailed evidence from texts; • integrated personal response/preference showing sensitive/perceptive readings of both poems; • engagement with content/language/tone.

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 People are now living longer and the proportion of retired people in the UK rises every year.

Analyse the reasons why an ageing population may cause concern. Include your own comments on this issue.

(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** levels 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 mark range. For AO3(i)/(ii), the content-related descriptors for each level 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 and 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; • show limited awareness of the purpose and intention of writing the response; • 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; • limited vocabulary evident with arbitrary or little use of analytical or discourse 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 dialogue if appropriate. 	<p>Content-Related Descriptors</p> <p>0-6 marks Grades U-E</p> <ul style="list-style-type: none"> • show that the topic is understood; that soon there will be lots of people who are ‘old’. Some reasonable definition of who constitutes ‘old’; • offer some awareness of how this might/will affect society – in relation to any aspects of life; • offer some simple evidence of their own (someone familiar to them) of how ‘old’ people are treated/viewed.
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<p>Skills-Related Descriptors AO3(i)/(iii) Level 1b 4-6 marks Grades F and E</p> <p>Communication</p> <ul style="list-style-type: none">• communicate ideas with clarity and some success;• engage the reader by presenting some considered and reasoned ideas – though links may be tenuous;• show awareness of the purpose and intention of writing the response• write a response in which the register may vary between formal and colloquial or slang;• the tone may be unvaried, e.g. uniformly positive;• use devices such as the rhetorical question, lists, exaggeration but not always appropriately;• use limited vocabulary but including analytical or discourse markers e.g. ‘On the one hand...on the other’, ‘in most cases’. <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, 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 some clarity of thought and communicates with some success; • engage the reader by presenting some comment and reasoned ideas; • show the purpose and intention of writing the response; • the tone is appropriate but may lack subtlety; • use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much; • use some words effectively including analytical and discourse markers e.g. ‘alternatively’, ‘however’, ‘on the other hand’. <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> <ul style="list-style-type: none"> • show engagement with the topic and understanding of what constitutes ‘old’; • some awareness of the complexity of the issue; • clear identification of a number of related issues/points; • each issue/point supported by evidence/experience; • straightforward personal comments/opinions with reasons; • writing shows clear organisation (related to above) and a concluding paragraph.
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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 success;• engage the reader with more detailed analysis and comments;• clearly sustain the purpose and intention of writing the response;• the tone is appropriately balanced and may show subtlety;• use devices such as the rhetorical question, lists, hyperbole as appropriate;• use words effectively, including analytical and discourse markers e.g. ‘However’, ‘Alternatively’, ‘It might be better if..’, ‘there is a view that’, ‘evidence shows that..’. <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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Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) 13-15 marks Grade B</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 discourse, with a variety of well-considered comments; • make clear and sustain purpose and intention of writing the response e.g. by providing evidence; • write a formal response, the tone of which is appropriately balanced but shows some subtlety; • 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 and discourse markers e.g. 'Nevertheless', 'One way forward..', 'In view of this fact..' <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, dialogue, as appropriate. 	<p>13-18 marks Grades B-A*</p> <ul style="list-style-type: none"> • parameters of the issue introduced with sensitive awareness of complexity of the topic; • thorough discussion/analysis of what is an ageing population (in terms of numerous factors not just age/years – integrating knowledge of increased longevity with improved health etc.); • complexity explored and clearly analysed ; • differences between personal/societal attitudes clearly conveyed and explained with varied and lively examples; • own comments are securely integrated into all points/analysis ; • cohesive and cogent writing which is reflected in structure; • full consideration of the question, with increasing degree to explore and analyse factors/tensions of an ageing population; • real and informed understanding of the concerns regarding specific aspects of life – both to society and the individual; • support/comments integrated using both impersonal voice yet able to offer subjective response; • sensitive/perceptive analysis and comments expressed in increasingly sophisticated vocabulary and sentence structures; • seamless integration of expression and organisation.
<p>16-18 marks Grades A-A*</p> <p>Communication</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates in a convincing and compelling way; • engage the reader with detailed, developed and objective analysis, a range and variety of considered comments or abstract concepts; • make and sustain clearly the purpose, intention and objective of writing the response e.g. by presenting selective evidence; • the tone is appropriately balanced but also subtle, evaluative and sophisticated; • use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an 	

effective and appropriate way;	
<ul style="list-style-type: none"> • show control of an extensive, appropriate vocabulary, including analytical and discourse markers, e.g. ‘The evidence suggests...’, ‘From another perspective...’, ‘On further inspection’. <p>Organisation of Ideas Level 3b</p> <ul style="list-style-type: none"> • 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, dialogue, bullet points, as appropriate; • present complex ideas in a coherent way. <p>NB. For the A* range, candidates show consummate ability in the skills cited above, together with particular flair, originality and control.</p>	

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 2 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)			✓