



General Certificate of Secondary Education

English (Mature) 3703 *Specification B*

3703/1H Paper 1 Tier H

Mark Scheme

2005 examination – June series

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

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



**SPECIFICATION B ENGLISH MATURE 3703
Paper 1 Media and Non-Fiction
Higher Tier 3703/1H
MARK SCHEME
SUMMER 2005**

General

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

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

Assessment Objectives

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

READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to 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 Texts

1 Media Texts

In your pre-release booklet, refer to the article *Iraq: My view from the front* on page 7 and then to the poster/flyer leaflet *UK COAL MINERS* on page 6.

The texts deal with the risks and dangers of working life in different ways.

In what ways do these media texts differ in how they deal with work and employment issues?

You should write about the following:

- the subject matter of each text
- the purpose and readership of each text
- presentational devices and choice of words.

(13 marks)

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.

Skills-Related Descriptors 0-4 marks	Content-Related Descriptors 0-4 marks
<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>from <i>Iraq: My view from the front</i></p> <ul style="list-style-type: none">• the article deals with John Simpson's work• the headline is exciting and draws the reader into the subject quickly• the extent of Simpson's dangerous job is effectively described• the purpose of Val Hennessy's article is to provide information about her subject <p>from <i>UK COAL MINERS</i></p> <ul style="list-style-type: none">• the advert contains eye-catching features• the purpose of the advert is to engage readers• there are a lot of separate items presented to the reader• the picture shows coal miners at work• there are different font sizes used throughout the front page• colour is used effectively

Skills-Related Descriptors 5-8 marks	Content-Related Descriptors 5-8 marks
<ul style="list-style-type: none"> • offer aspects of 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>Iraq: My view from the front</i></p> <ul style="list-style-type: none"> • Val Hennessy presents mainly factual information about the career of John Simpson • the main details of the story are encapsulated in the first paragraph • there is a significant amount of information about the dangers Simpson encountered • some details of Simpson's attitudes to his work are revealed • Simpson's book points out the 'sheer lunacy of modern warfare' • there is a vivid picture and strong headlines • the article gains impact from information which would be of interest to <i>Daily Mail</i> readers • the article is set out in standard newspaper columns <p>from <i>UK COAL MINERS</i></p> <ul style="list-style-type: none"> • the picture of the miners is linked to the idea behind the advert • the purpose of the advert is to bring custom to the legal firm • there is an effective design and layout to the advert and the use of colour heightens its appeal • the advert would interest certain types of readers, namely those, or the families of those, who worked in the coal mines • the language is not difficult although some words are of a technical nature, such as 'asbestosis', 'emphysema' and 'registered before the cut off date'

Skills-Related Descriptors 9-13 marks	Content-Related Descriptors 9-13 marks
<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>Iraq: My view from the front</i></p> <ul style="list-style-type: none">• Val Hennessy provides a structure to the piece, moving away from a specific incident in Simpson's recent career to commenting on his book• this is obviously a book review• detail from warfare is used such as 'exploding tanks and grenades'• the headline refers to Simpson's experience, not Hennessy's• paragraphs are sustained despite the fact that the article appears in a tabloid newspaper• the pace of the narrative is ideal for a newspaper article of limited length• the final sentence reminds readers of the extremes of climate in Iraq• the impact of presentational devices is appropriate for a story on this topic in a tabloid newspaper• the audience for this piece is likely to be educated readers with an interest in the world of media• opinions that are found in the story are not those of the writer; they are the reported opinions of Simpson himself <p>from <i>UK COAL MINERS</i></p> <ul style="list-style-type: none">• the photographs represent gritty scenes• there is a use of direct language such as 'Do You Or Your Family...'• the photographs links to the main thrust of the advert• the purpose of the advert is to attract the target audience by careful selection of words, layout and presentational devices for display on the front page• no question mark, but exclamation mark used• the tone is positive, the suggestion being that the advert will deliver on its promises• the text on the page contains a variety of functions such as statement, question, assertion, imperative• there is a clear appeal to monetary interest

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

Read the extract on the opposite page, from Fergal Keane’s book, *A Stranger’s Eye*. The extract focuses on Jamie, and begins with his reflections on his work as a shipbuilder.

Write about the presentation of Jamie’s working life. How does the use of language create interest for the reader?
(14 marks)

Award a mark out 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</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</p> <ul style="list-style-type: none">• Keane describes a person he has met on his travels• he explains the appearance and background of Jamie• Jamie had a set of beliefs which he tried to follow• Keane shows some understanding and sympathy towards this character
<p>Skills-Related Descriptors 6- 9 marks</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>Content-Related Descriptors 6-9 marks</p> <ul style="list-style-type: none">• Keane indicates some of the difficulties that Jamie encountered• an idea of Jamie emerges from his quoted words• the description of Jamie points out how he coped with his working life and this is heightened by the use of telling phraseology such as ‘dangerous industry’ and ‘hold on to a job that he loved’• Keane structures his description very clearly, moving from a physical anecdote to a presentation of his background and values• Keane uses specific detail to provide a context of the financial aspects of Jamie’s work• the tone of the excerpt is generally sympathetic• Keane allows Jamie’s sense of humour to play a significant role in the excerpt

Skills-Related Descriptors 10-14 marks	Content-Related Descriptors 10-14 marks
<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 ‘the word starts goin’ round’; the abstract ‘union activism’; the factual ‘Jamie was forty-nine years of age’); a range of simple and complex sentences providing a distinct pace and rhythm to the excerpt• Keane uses Jamie’s colloquial English in quotation in order to provide an element of characterization• there is no physical description• some candidates may be able to read into the description a sense of Keane’s genuine admiration of Jamie• the piece is effectively balanced and structured, with Keane’s objective description matched with Jamie’s own words• 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 There is a view that it is better to experience a number of jobs before settling into a career.

Write the script for a radio talk in which you advise young people that it is important not to decide too quickly on the choice of a career. *(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 mark 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 under timed examination conditions.

<p>Skills-Related Descriptors AO3(i)/(ii) Level 1a 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. makes brief reference to the topic which reiterates the question • show limited awareness of the purpose and intention of writing the talk e.g. by simple definition of the topic • may attempt a radio talk 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 0-6 marks</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 career choice has been understood • show that the focus of the talk is on advising the reader • express a straightforward point of view with some clarity using some words and phrases suitable for advice • 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 talk in a clear and rounded way
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Skills-Related Descriptors

Level 1b

4-6 marks

Communication

- 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 talk e.g. by stating the writer's views
- write a radio talk 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'

Organisation of Ideas Level 1b

- use of paragraphs which may enhance meaning
- use a variety of structural features, e.g. short paragraphs, quotation or dialogue if appropriate

<p>Skills-Related Descriptors AO3(i)/(ii) Level 2a 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 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 talk possibly sustained by reiteration, e.g. by regularly reaffirming the chosen point of view • write a radio talk, 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 7-12 marks</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show understanding that the talk is concerned with advising readers to spend time in thinking about a career choice • 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 gain a broader experience before choosing a career • present points in a coherent way to establish a logical sequence for advice • begin to show ability to advise in an articulate way using more general, advisory ideas than just anecdote and specific example • present a cogent and clearly expressed sense of closure
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Skills-Related Descriptors

Level 2b

10-12 marks

Communication

- write in a way which shows clarity of thought and communicates with some 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 radio talk, 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 radio talk

Organisation of Ideas Level 2b

- 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 AO3(i)/(ii) 13-15 marks</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 talk e.g. by identifying material which convinces the audience that it is sensible to save money • write a radio talk, 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 13-18 marks</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 talk 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 delaying a career choice 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 advisory function of the talk • offer more generalised points which might explore the broader aspects of the topic such as the idea that delaying a career choice might contribute to the happiness of the individual • provide a satisfactory and clear sense of closure that is appropriate to the task
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Skills Descriptors

Level 3b

16-18 marks

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 talk
- write a radio talk, 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, 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 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)			✓