



General Certificate of Secondary Education

English (Mature) 3703 *Specification B*

3703/2H Paper 2 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 2 Poetry and Writing to Analyse, Review, Comment
Foundation Tier 3703/2H
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(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 Poetry from Different Cultures and Traditions

You will be assessed on the quality of your Reading.

- 1 Read the poem *Gone Away* on the opposite page.
Remind yourself of the poem *Nothing's Changed* on pages 16-17 of your pre-release booklet.

Each poet returns to the place where he once lived. Compare how they write about their experiences.

You should write about:

- the poet's feelings in his native city in *Gone Away*
- the poet's feelings about District Six in *Nothing's Changed*
- each poet's use of language and form.

(27 marks)

Examiners are required to consider how far candidates:

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

Award a mark out of **27** for **Reading**. Assess answers in terms of the grid below i.e. the **Skills-Related** 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 level a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. The Content-Related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

<p>Skills-Related Descriptors 0-6 marks</p> <ul style="list-style-type: none">• show some understanding of the texts at a very basic or straightforward level;• make some simple statements about the similarities between the two poems.	<p>Content-Related Descriptors 0-12 marks</p> <ul style="list-style-type: none">• simple comments/awareness of feelings;• simple comments/descriptions of each place• simple/straightforward comments on words and phrases;• tendency to repeat/copy from text.
<p>Skills- Related Descriptors 7-12 marks</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.	<ul style="list-style-type: none">• accurate description of some of the content or presentation in one or more poem; perhaps more secure on <i>Nothing's Changed</i>. By the top of the mark range comments on the more obvious feature in <i>Gone Away</i> e.g. ugliness, dirt and poverty in the city.• some awareness of the features of life in District Six (past/present; different eating places); and how these affect the poet;• some awareness of the effects of the place on the poet in <i>Gone Away</i>;• attempts to comment on poets' feelings;• simple comments on selected words and phrases.

<p>Skills-Related Descriptors 13-15 marks</p> <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>Content-Related Descriptors 13-15 marks</p> <ul style="list-style-type: none"> • appropriate account of content/ideas of the two poems; • awareness of feelings/attitudes/ideas e.g. tension in <i>Nothing’s Changed</i> – <i>past and present</i>; ugliness of the city; the feeling of ‘safety’ the city gives him in <i>Gone Away</i> yet his reluctance to go; • comment on features of language with some explanation of effects. e.g. use of repetition ‘and’ in <i>Nothing’s Changed</i> and the richness of the interior of the restaurant; the regular rhyme in <i>Gone Away</i>, leading to a sense of completion; • mention/identification of poetic techniques.
<p>Skills-Related Descriptors 16-18 marks</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. 	<ul style="list-style-type: none"> • comments which show clear understanding of feelings/ideas/attitudes in both poems; • more detailed accounts of content of both poems; • effective use of detail or some cross-reference e.g. imagery of dust/neglect reflecting the ‘anger’ of the speaker in <i>Nothing’s Changed</i>; sea/dream imagery in <i>Gone Away</i>; • some clear understanding of the complexity of feelings in both poems e.g. feelings of exclusion/jealousy “I press my nose/to the clear panes” as well as the helpless, almost childish anger/response (last stanza) – <i>Nothing’s Changed</i>, in <i>Gone Away</i>, feelings of reluctance and sense of unreality changing to safety and “love”; • more secure identification of poetic techniques supported by evidence, beginning to relate to meaning/effect e.g. ‘flaring like a flag’ – alliteration in <i>Nothing’s Changed</i> – adds to the sense of outrage; “rain like buckshot” – simile in <i>Gone Away</i> adds to a sense of the poet feeling under attack in some way.

<p>Skills-Related Descriptors 19-21 marks</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>Content-Related Descriptors 19-27 marks</p> <ul style="list-style-type: none"> • concise, appropriate explanation of content of the poems linked to theme of revisiting a place/culture; • increasing security of use of terminology; • some links seen between presentation and ideas/feelings/attitudes, (e.g. organisation of lines/punctuation in <i>Nothing’s Changed</i> suggests that the speaker is walking through District Six. Or, the repeated rhymed stanzas of <i>Gone Away</i> suggest the way he cannot break away from the dreams/longing of the past/place); • secure comparisons and contrasts e.g. both personal to the speaker but “we” in <i>Nothing’s Changed</i> reminds us of the racial aspects, and “you” in <i>Gone Away</i> seems suggestive of a lover or personification of the city.
<p>Skills-Related Descriptors 22-24 marks</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; • give a full account of the effectiveness of the language and stylistic devices used by the poets. <p>Skills-Related Descriptors 25-27 marks</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. 	<ul style="list-style-type: none"> • secure and integrated analysis of poems, focused on the question; • secure understanding of how features of language and structure enhance the feelings/attitudes/ideas of each poet; • details from the poem are selected by candidates to strengthen the points/appreciation being made. <ul style="list-style-type: none"> • perceptive and detailed appreciation of content and aspects of language and structure in each poem, with integrated references.

Section B 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

You will be assessed on the quality of your Writing.

- 2 Sometimes people behave ‘out of character’. Review an occasion when you, or someone you know, behaved uncharacteristically. Analyse some of the reasons for this untypical behaviour. *(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** levels and the **Content-Related** descriptors next to them.

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

Remember that to be placed in a level a candidate’s work **will satisfy some (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. 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</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 0-3 marks</p> <ul style="list-style-type: none">• show that the notion of ‘out of character’ is understood to some extent;• offer some simple evidence of a situation/occasion;• offer limited comments about how/why this took place.
--	---

<p>Skills-Related Descriptors A03(i)/(iii) Level 1b 4-6 marks</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. 	<p>Content-Related Descriptors 4-6 marks</p> <ul style="list-style-type: none"> • show some awareness of reviewing a relevant example of ‘out of character’ behaviour in a coherent account; • begin to offer reasons for this behaviour.
--	--

<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 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 7-9 marks</p> <ul style="list-style-type: none">• show engagement with the topic and understanding of what constitutes ‘out of character’;• some awareness of the complexity of the issue;• clear review/account of a relevant occasion;• straightforward reasons for the behaviour;• straightforward personal comments/opinions with reasons. <ul style="list-style-type: none">• writing shows clear organisation (related to above) and a concluding paragraph.
--	--

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="177 277 810 322"> Level 2b 10-12 marks </p> <p data-bbox="177 367 810 412"> Communication Level 2b </p> <ul data-bbox="177 434 810 927" style="list-style-type: none"> • write in a way which shows clarity of thought and communicates with some 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 data-bbox="177 949 810 994"> Organisation of Ideas Level 2b </p> <ul data-bbox="177 1016 810 1214" 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. 	<ul data-bbox="815 434 1452 770" style="list-style-type: none"> • clear engagement with the topic and sensible definition of what is (or isn’t) meant by “out of character”; • clear awareness/understanding of the complexity of the concept; • a clear and coherent account/review of a suitable occasion; • sensible analysis of reasons for the behaviour; • some choice of language to engage the reader, or to write for effect. <ul data-bbox="815 1061 1452 1128" style="list-style-type: none"> • the above are integrated into a securely organised piece of writing.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="150 264 293 297">AO3 (i)/(ii)</p> <p data-bbox="150 297 260 331">Level 3a</p> <p data-bbox="150 331 309 365">13-15 marks</p> <ul data-bbox="150 398 778 1014" 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 data-bbox="150 1048 539 1081">Organisation of Ideas Level 3a</p> <ul data-bbox="150 1115 778 1321" 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.	<ul data-bbox="788 398 1410 947" style="list-style-type: none">• thorough discussion/analysis of what is (or is not) behaviour which could be considered uncharacteristic;• evidence of deliberate selection of a suitable occasion;• evidence of choice/variety of expression for candidate’s own purposes (from earnest discussion to humorous entertainment);• increasingly subtle analysis of reasons for behaviour.• cohesive and cogent writing which is reflected in structure.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="177 271 810 331">Level 3b 16-18 marks</p> <ul data-bbox="177 371 810 1014" 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; • show control of an extensive, appropriate vocabulary, including analytical and discourse markers, e.g. ‘The evidence suggests...’, ‘From another perspective...’, ‘On further inspection’. <p data-bbox="177 1055 810 1088">Organisation of Ideas Level 3b</p> <ul data-bbox="177 1122 810 1395" 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 data-bbox="177 1429 810 1547">NB. For the A* range, candidates show consummate ability in the skills cited above, together with particular flair, originality and control.</p>	<ul data-bbox="815 371 1452 880" style="list-style-type: none"> • full consideration of the question; • real and informed understanding of the reasons for the behaviour chosen to describe/review; • 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 organization.

<p>AO3 (iii) Level 1 Accuracy 0-3 marks</p> <ul style="list-style-type: none">• 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.
<p>AO3 (iii) Level 2 Accuracy 4-6 marks</p> <ul style="list-style-type: none">• 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.
<p>AO3 (iii) Level 3 Accuracy 7-9 marks</p> <ul style="list-style-type: none">• 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
2(i)	✓	
2(ii)		
2(iii)		
2(iv)	✓	
2(v)	✓	
3(i)		✓
3(ii)		✓
3(iii)		✓