



## General Certificate of Secondary Education

# English (Mature) 3703 *Specification B*

*3703/2H Paper 2 H*

## Mark Scheme

*2006 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 Writing to Analyse, Review, Comment  
Higher Tier 3703/2H  
MARK SCHEME  
SUMMER 2006**

### **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 ‘America’ on the opposite page. Remind yourself of the poem ‘Pleasant executions’ on page 18 of the pre-release booklet.

Compare and contrast the poets’ pictures of life in their countries in the two poems.

You should write about:

- what is portrayed or suggested in each poem
- the feelings in each poem
- the uses of language and form in each poem.

(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><b>Skills-Related Descriptors</b> <b>0-6 marks</b></p> <ul style="list-style-type: none"> <li>• show some <b>understanding</b> of the texts at a basic or straightforward level;</li> <li>• make some simple statements about the similarities between the two poems.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>0-6 marks</b></p> <ul style="list-style-type: none"> <li>• simple comments on content – tending to the more obvious or lifted directly from the poems;</li> <li>• simple comments on feelings – perhaps more secure on pre-release poem;</li> <li>• simple references to feelings e.g. ‘agreeable’ and ‘enjoy’ from <i>Pleasant executions</i>.</li> </ul>
<p><b>Skills-Related Descriptors</b> <b>7-12 marks</b></p> <ul style="list-style-type: none"> <li>• show a clear <b>understanding</b> of some aspects of the cultural situation explored in each poem;</li> <li>• show some appreciation of the <b>similarities</b> and/or differences in thoughts and feelings expressed;</li> <li>• make some <b>selection</b> from the texts to support points.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>7-12 marks</b></p> <ul style="list-style-type: none"> <li>• 7-8 marks tendency to paraphrase;</li> <li>• some accurate description of the situation/content in each poem e.g. understanding of the guiltless nature of those executed in <i>Pleasant executions</i>; the pleasant pictures in <i>America</i>, in the first section of each verse (7/8 marks), moving to awareness of the contrasting aspects in the second section (10-12 marks);</li> <li>• some sense of the bitter quality in the pre-release poem (7/8 marks), showing where these are shown (10-12 marks); more likely to see the feelings in terms of contrast at this level – top of the band may start to show awareness of common aspects e.g. disappointment in both poems;</li> <li>• language and form: able to identify the main characteristics of style in each e.g. the lack of rhyme scheme in <i>Pleasant executions</i> and the two-line stanzas in <i>America</i>.</li> </ul>
<p><b>Skills-Related Descriptors</b> <b>13-15 marks</b></p> <ul style="list-style-type: none"> <li>• show a full understanding of the situation explored in both poems;</li> <li>• make some reference to similarities and/or differences between the poems (in terms of situation and style);</li> <li>• <b>select</b> appropriately from the texts to provide evidence of poets’ presentation of their ideas and feelings;</li> <li>• show some <b>understanding</b> and <b>evaluation</b> of use of <b>language</b>.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>13-15 marks</b></p> <ul style="list-style-type: none"> <li>• appropriate account of content of the two poems, starting to integrate support/details – relating to the question – moving towards what is ‘suggested’ e.g. in <i>Pleasant executions</i> some idea of the executed being, in some way, co-operative in their own deaths; in <i>America</i> more secure understanding of the repeated ways in which promises have not been kept;</li> <li>• some clear awareness, with some support, of the feelings in each – perhaps seeing the contradictory feelings in each of the poems;</li> <li>• some clear comments on features of language/form e.g. in <i>Pleasant executions</i>, the direct address to the reader involving him/her in the content, similarly in <i>America</i>.</li> </ul>

<p><b>Skills-Related Descriptors</b> <b>16-18 marks</b></p> <ul style="list-style-type: none"> <li>• show a <b>full understanding and appreciation</b> of the situation explored in both poems;</li> <li>• <b>select</b> evidence to show understanding of the more complex ideas and feelings presented in the poems;</li> <li>• draw some <b>comparisons and make cross-references</b> between the poems;</li> <li>• give well <b>selected</b> references to, and <b>evaluation</b> of, the writers’ use of language.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>16-18 marks</b></p> <ul style="list-style-type: none"> <li>• more detailed account of the content of both poems with some support and/or some clear indication of aspects of suggested meaning in each e.g. in <i>Pleasant executions</i> – oxymoronic title reflected in the pictures described which contrasts with the almost conversational tone of the poet; in <i>America</i> clear understanding of the way each positive aspect of the country is immediately negated;</li> <li>• comparisons and/or contrasts are clear;</li> <li>• some details of language selected and commented upon to illustrate the points made e.g. ‘gratuitous demise’, suggesting that the lives of those executed were freely given; in <i>America</i> the use of commands, and the way the words on a ‘tablet’ are suggested by the use of inverted commas – suggesting this is a fact.</li> </ul>
<p><b>Skills-Related Descriptors</b> <b>19-21 marks</b></p> <ul style="list-style-type: none"> <li>• show a <b>full and detailed understanding</b> of the content of the poems;</li> <li>• explore similarities (and any differences?) between the poems and make appropriate <b>cross-references</b>;</li> <li>• appreciate the more complex ideas and feelings presented in the poems;</li> <li>• give well-<b>selected</b> references to and explanation of the writers’ use of language.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>19-21 marks</b></p> <ul style="list-style-type: none"> <li>• concise, detailed comments on content with increasingly secure use of terminology, keeping the question in mind;</li> <li>• clear comparative comments on the feelings or ideas in the poems, with sub-textual implications e.g. the risen blades having both a gruesome, yet glamorous interpretation, which is ridiculed by the “do-it-yourself effort” and “the butcher’s squad” in <i>Pleasant executions</i>, are rather like the elevated language of “proud declarations” being negated by “leaves on the wind” in <i>America</i>;</li> <li>• features of language and/or form are linked to meaning or effect.</li> </ul>

<p><b>Skills-Related Descriptors</b> <b>22-24 marks</b></p> <ul style="list-style-type: none"> <li>• show a full <b>appreciation and understanding</b> of the content of the poems;</li> <li>• appreciate the more complex and interesting similarities (and differences?) between the poems;</li> <li>• make, by <b>cross-reference</b>, a comparison between the poems;</li> <li>• give a full account of the effectiveness of the <b>language</b> and stylistic devices used by the poets.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>22-24 marks</b></p> <ul style="list-style-type: none"> <li>• secure and integrated analysis of both poems, focused on the question;</li> <li>• secure understanding of how features of language and structure related to the poets' feelings and the effects created e.g. the use of conversational language "You have to give the people what they want," in <i>Pleasant executions</i> contributes to the shocking effects as does the use of such language as does "entraps her children with legends untrue" in <i>America</i>. The lack of rhyme, yet completed verses in the first poem suggested the absolute random injustice and cruelty of the regime, and its total control of the populace, whilst the rhyme in <i>America</i> conveys a sense of the continuity of the ways in which the country fails its people and the original ideals.</li> </ul>
<p><b>Skills-Related Descriptors</b> <b>25-27 marks</b></p> <ul style="list-style-type: none"> <li>• candidates in this band demonstrate in their work all of the attributes noted above;</li> <li>• reference to the poems shows insight into and analysis of their <b>language</b> and structure;</li> <li>• it is possible that such candidates will offer an original comparative interpretation of the two poems.</li> </ul>	<p><b>Content-Related Descriptors</b> <b>25-27 marks</b></p> <ul style="list-style-type: none"> <li>• perceptive and detail appreciation of content, aspects of language and form in both poems with integrated references.</li> </ul>

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**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 Write a review for a newspaper of **one** of the following, commenting on the reasons for its success:

- a film
- a television or radio programme
- a theatre production
- a book.

Your choice should be based on one you have seen, heard or read recently. (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 under timed examination conditions.

<p><b>Skills-Related Descriptors</b>  <b>AO3 (i)/(ii)</b>  <b>Level 1a</b>  <b>0-3 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicate few ideas with limited success;</li> <li>• engage the reader in a limited way by reference to one or two ideas;</li> <li>• show limited awareness of the purpose and intention of writing the response;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question or lists which may not be appropriate;</li> <li>• limited vocabulary evident with arbitrary or little use of analytical or discourse markers.</li> </ul> <p><b>Organisation of Ideas Level 1a</b></p> <ul style="list-style-type: none"> <li>• show evidence of erratic paragraph structure;</li> <li>• show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>0-3 marks</b></p> <ul style="list-style-type: none"> <li>• offer some simple evidence/account of content of chosen topic;</li> <li>• offers some personal comments about how/why it was successful; may be focused on personal preferences</li> <li>• limited awareness of the readership/audience.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 1b</b>  <b>4-6 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicates ideas with clarity and some success;</li> <li>• engage the reader by presenting some considered and reasoned ideas – though links may be tenuous;</li> <li>• show awareness of the purpose and intention of writing the response;</li> <li>• write a response in which the register may vary between formal and colloquial or slang;</li> <li>• the tone may be unvaried, e.g. uniformly positive;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately;</li> <li>• use limited vocabulary but including analytical or discourse markers e.g. ‘On the one hand...on the other’, ‘in most cases’.</li> </ul> <p><b>Organisation of Ideas Level 1b</b></p> <ul style="list-style-type: none"> <li>• use of paragraphs which may enhance meaning;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• clear account of the content of the chosen topic;</li> <li>• some awareness of appropriate register for the audience (newspaper reader);</li> <li>• begins to offer some reasons for its success e.g. based on personal taste or commercial popularity but response might be largely narrative/summary.</li> </ul>



<p><b>Skills-Related Descriptors</b>  <b>AO3 (i)/(ii)</b>  <b>Level 2a</b>  <b>7-9 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• write in a way which shows clarity of thought and communicates with some success;</li> <li>• engage the reader by presenting some comment and reasoned ideas;</li> <li>• show the purpose and intention of writing the response;</li> <li>• the tone is appropriate but may lack subtlety;</li> <li>• use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much;</li> <li>• use some words effectively including analytical and discourse markers e.g. ‘alternatively’, ‘however’, ‘on the other hand’.</li> </ul> <p><b>Organisation of Ideas Level 2a</b></p> <ul style="list-style-type: none"> <li>• use paragraphs in a whole text;</li> <li>• use a variety of structural features e.g. different paragraph lengths, dialogue;</li> <li>• present developed ideas which hold together.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>Level 2</b>  <b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• show engagement with the topic and understanding of some elements of a newspaper review;</li> <li>• clear account of the chosen topic – starting to integrate reasons for success;</li> <li>• straightforward comments/opinions with reasons – relating to what success means;</li> </ul> <ul style="list-style-type: none"> <li>• writing shows clear organisation, appropriate for a newspaper review e.g. summative final paragraph.</li> </ul>
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<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p data-bbox="150 232 309 293"><b>Level 2b</b> <b>10-12 marks</b></p> <p data-bbox="150 331 469 360"><b>Communication Level 2b</b></p> <ul data-bbox="150 398 794 875" style="list-style-type: none"><li>• write in a way which shows clarity of thought and communicates with some success;</li><li>• engage the reader with carefully considered comments;</li><li>• clearly sustain the purpose and intention of writing the response;</li><li>• the tone is appropriately balanced and may show subtlety;</li><li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li><li>• 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..’</li></ul> <p data-bbox="150 913 539 943"><b>Organisation of Ideas Level 2b</b></p> <ul data-bbox="150 981 794 1180" style="list-style-type: none"><li>• employ paragraphs effectively in a whole text;</li><li>• use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate;</li><li>• present well thought out and developed ideas in sentences.</li></ul>	<p data-bbox="810 232 970 262"><b>10-12 marks</b></p> <ul data-bbox="810 398 1444 779" style="list-style-type: none"><li>• clear engagement with the topic;</li><li>• clear account with integrated comments;</li><li>• more secure awareness of requirements of a review for a newspaper (i.e. purpose and audience);</li><li>• some writing to engage the reader;</li><li>• clear comments on what factors contributed to its success;</li><li>• candidates might begin to see the complexity of “success” – i.e. personal taste/commercial success/artistic qualities.</li></ul>

<b>Skills-Related Descriptors</b>	<b>Content-Related Descriptors</b>
<p data-bbox="150 232 292 262"><b>AO3 (i)/(ii)</b></p> <p data-bbox="150 266 256 295"><b>Level 3a</b></p> <p data-bbox="150 300 309 329"><b>13-15 marks</b></p> <p data-bbox="150 365 355 394"><b>Communication</b></p> <ul data-bbox="150 434 783 943" style="list-style-type: none"> <li>• write in a way which shows clarity of thought and communicates in a convincing way;</li> <li>• engage the reader with detailed, developed discourse, with a variety of well-considered comments;</li> <li>• make clear and sustain purpose and intention of writing the response e.g. by providing evidence;</li> <li>• write a formal response, the tone of which is appropriately balanced but shows some subtlety;</li> <li>• use devices such as the rhetorical question, humour and irony to engage the reader’s interest;</li> <li>• show appropriate use of more interesting words including analytical and discourse markers e.g. ‘Nevertheless’, ‘One way forward..’, ‘In view of this fact..’.</li> </ul> <p data-bbox="150 981 536 1010"><b>Organisation of Ideas Level 3a</b></p> <ul data-bbox="150 1050 783 1240" style="list-style-type: none"> <li>• write a whole text in continuous prose;</li> <li>• employ paragraphs which contribute to clarity of, and enhance meaning;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, as appropriate.</li> </ul>	<p data-bbox="810 232 968 262"><b>13-15 marks</b></p> <ul data-bbox="810 365 1445 1111" style="list-style-type: none"> <li>• evidence of deliberate selection of suitable choice from those given;</li> <li>• a lively account of the chosen topic, showing clear understanding of review writing;</li> <li>• choice of language to engage the reader of a newspaper;</li> <li>• clear awareness of the question of “success” with thoughtfully integrated comments (from this level, candidates may begin to deal with elements within the topic which are less successful).</li> </ul> <ul data-bbox="810 1050 1445 1111" style="list-style-type: none"> <li>• cohesive and cogent writing which is reflected in structure.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3b</b> <b>16-18 marks</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• write in a way which shows clarity of thought and communicates in a convincing and compelling way;</li> <li>• engage the reader with detailed, developed and objective analysis, a range and variety of considered comments or abstract concepts;</li> <li>• make and sustain clearly the purpose, intention and objective of writing the response e.g. by presenting selective evidence;</li> <li>• the tone is appropriately balanced but also subtle, evaluative and sophisticated;</li> <li>• use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way;</li> <li>• show control of an extensive, appropriate vocabulary, including analytical and discourse markers, e.g. ‘The evidence suggests...’, ‘From another perspective...’, ‘On further inspection’, ‘A commendable idea...’.</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• write a whole text in continuous prose;</li> <li>• employ paragraphs effectively to enhance meaning including, e.g. one-sentence paragraphs;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate;</li> <li>• present complex ideas in a coherent way.</li> </ul> <p><b>NB. For the A* range, candidates show consummate ability in the skills cited above, together with particular flair, originality and control.</b></p>	<p><b>16-18 marks</b></p> <ul style="list-style-type: none"> <li>• full consideration of the question, with increasingly clear knowledge of how to review a well-selected topic;</li> <li>• real and informed understanding of the reasons it should be considered successful (or not)</li> <li>• support/comments integrated using both impersonal voice yet able to offer subjective response;</li> <li>• sensitive/perceptive analysis and comments expressed in increasingly sophisticated vocabulary and sentence structures.</li> </ul> <ul style="list-style-type: none"> <li>• seamless integration of expression and organisation.</li> </ul>

**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
2.1	✓	
2.2		
2.3		
2.4	✓	
2.5	✓	
3.1		✓
3.2		✓
3.3		✓