



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English (Mature) 3703

Specification B Paper 2H

Mark Scheme

2007 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.

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**SPECIFICATION B ENGLISH MATURE 3703
Paper 2 Poetry and Writing to Analyse, Review, Comment
Higher Tier 3703/2H
MARK SCHEME 2007**

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 have arrived at their mark. The comment should be related to the Skills-Related descriptors in the mark schemes. 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 kinds 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 level descriptors. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular 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 Poetry from Different Cultures and Traditions

- 1** Read the poem 'Refugee Mother and Child' on the opposite page. Remind yourself of the poem 'Night of the Scorpion' on page 17 of your pre-release booklet.

Compare the ways the poets present experiences of suffering.

You should write about:

- how people react to suffering in each poem
- how each poet presents the mother in the poem
- the uses of language and form in each poem.

(27 marks)

Examiners are required to consider how far candidates:

- understand the texts, engage with them and **interpret** them; (2(i))
- select appropriately from the texts and **make cross-references**; (2(iv))
- **understand** and **evaluate** how **language** is used for effect. (2(v)).

Award a mark out of **27** for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** levels 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 Skills-Related 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 band. The **Content-Related** descriptors present features and examples, to which candidates might 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>Level 1 Marks 0-6</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, and understanding of the content of the Poetry texts; • may offer copying or irrelevant quotation; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writer(s) use language, and structure. 	<ul style="list-style-type: none"> • Simple comments about the content/suffering e.g. the mother has been stung by an insect/scorpion and lots of people/peasants arrive. They bring candles and lanterns and look for the scorpion but don't find it. The mother's suffering is very long; • the refugee mother is still caring about the appearance of her dying child; • 'Evil One' and 'sum of evil' show how the attitudes of the peasants and the mother said 'Thank God the scorpion picked on me and spared my children'; • 'skull' and 'blown empty bellies' show the level of hunger/poverty.
<p>Level 2 Marks 7 - 12</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation, and understanding of the content of the Poetry texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to select or quote relevant material; • collates some material or make some cross references between the two poems; • shows some understanding of how the writer(s) use language and structure to achieve their intended effect, often through simple identification of features. 	<ul style="list-style-type: none"> • Some valid description of some of the content (suffering) or presentation in one or more poem; perhaps more secure on 'Scorpion'. By the top of the mark range, comments on the more obvious features in 'Refugee' e.g. the physical description of the children with some details commented upon e.g. the smells, moving onto the 'skull' of the individual child and some awareness of the tragedy of the mother's care; • in 'Scorpion' some relevant comments about the behaviour of the people who come to the house e.g. as though there is a ritual to this/part of their expectations as they have a set of prayers or chants, many connected with an acceptance of the suffering of the mother, who is somehow like a show in the centre of all their activity. Some candidates may see this as 'superstitious'. How desperate the father became to try anything to save his wife, even to setting fire to the 'bitten toe'; • in 'Refugee', some comment on the way the first three lines shows it to be inevitable and the 'grave' at the end summing this up. In 'Scorpion' the last three lines are separated to allow us a clear picture of the mother whose thoughts are for her children.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 13 - 18</p> <p>Key Words: 'clear', 'appropriate'</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the Poetry texts; • makes appropriate references to the Poetry texts; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross references between the two poems in support of the answer; • show clear understanding of how the writer(s) use language and structure to achieve their intended effect. 	<ul style="list-style-type: none"> • Appropriate account of content/ideas of the two poems; • in 'Refugee' both the mother and the child are victims/suffering, and we are invited to admire her – 'singing in her eyes' – as she performs a 'normal' maternal act for her child, in the face of his inevitable death. The pity emphasised by the simile 'like putting flowers on a tiny grave'; • the initial lines suggest a beautiful portrait, which contrasts with the ugly/disturbing images later in the poem; • in 'Scorpion' the mother and her suffering seem almost a side show as the poet concentrates on describing the words and actions of the people. They see this poisoning as a way of spiritual purification. The incantatory nature of this is conveyed through repetition at the beginning of lines e.g. 'May...'. Yet the poet reminds us of his mother's suffering – also by repetition 'twisting through and through'; • both poems have a somewhat conversational style. 'Scorpion' is narrated in first person whilst 'Refugee' is third person.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 Marks 19 - 27</p> <p>Key words: 'detailed', 'perceptive'</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the Poetry texts; • makes perceptive references to the Poetry texts; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross references between the two poems in support of the answer; • shows detailed understanding and sensitive appreciation of how the writer(s) use language and structure to achieve their intended effect. <p>For the marks of 25 - 27, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to the language of both poems.</p>	<ul style="list-style-type: none"> • 'Refugee' is a heartrending tribute to maternal love and care in the midst of terrible suffering. It is as though the poet is presenting us with a picture, stopped in a momentary action – like the portrait suggested in the opening lines. The third person narration helps to distance us from the awful suffering, yet it is clearly described with 'washed-out ribs and dried-up bottoms' so we cannot say the poet prettifies the situation. The poem slows down to the very moment when she parts what is left of his hair. We are invited to compare this life experience with 'another life' i.e. 'before his breakfast and school' This is a reminder of the way other children experience life. This is achieved by the dashes and then the delay at the end of the sentence. The lines are of fairly equal length until the short last line, which, with the diction 'tiny grave' shows us the finality and shortness of this child's life; • 'Scorpion' too shows the selflessness of a mother as her one concern in the midst of this long suffering is her children. However, much of the poem is about those around her, the 'peasants' who congregate in the house and who seem to swamp the experience. (Suggested by 'more '). There are many references to evil – firstly the 'diabolic tail' of the scorpion and then in the language of the people who surround the suffering mother. Something of punishment (deserved) is shown in the references to 'flesh of desire' and 'spirit of ambition' which we cannot see as comforting, nor the 'peace of understanding on each face'. The language reflecting the father is very different 'sceptic, rationalist' yet he tries all of their remedies. The voice of the poet/child then comes through in the line, with the alliteration of 'flame feeding on my mother'. Is it that he sees all of these people as a poison 'feeding' on his mother? • both poems are unrhymed, using normal sentence structure, with a separated set of lines for particular purposes. Literary devices are few but in both poems there are visual word-pictures. However, in 'Scorpion' there is noise also – with the 'buzz' and 'click' and – of course – their prayers. repetition is used to great effect in both poems – the 'ghost' smile and pride in 'Refugee' – reminding us of both death yet the enduring quality of this mother's love for her dying son (analogy with Christ/Mary).

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 We live in a world of 'celebrity'. Write about someone you think is worthy of being a celebrity. Comment on what you consider to be the nature of 'celebrity' and analyse the reasons why the person deserves this status.
(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** descriptors 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 levels which follow. Ring the two 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 indicated separately and added together.**

Remember that to be placed in a level a candidate's work **will satisfy most (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, to which candidates might 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>AO3(i)/(ii) Communication Level 1a 0-3 marks</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 e.g. by making simple points; • register may vary between formal and colloquial or slang, sustaining neither; • use of devices such as the rhetorical question, lists may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of analytical 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 for Levels 1a and 1b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show that the notion of 'celebrity' is understood to some extent – that they are well-known and admired; • offer some simple evidence of a person (or people) who is/are or may be celebrities; • offer limited comments about reasons for this.
<p>Communication Level 1b 4-6 marks</p> <ul style="list-style-type: none"> • Communicate ideas with some success; • engage the reader by presenting an analysis with some considered and reasoned ideas – though links in analysis may be tenuous, e.g. make reference to the issue and some possible implications; • show awareness of the purpose and intention of writing e.g. by stating the writer's comments based on observations; • the register may vary between formal and colloquial or slang, the tone may be unvaried; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately • use limited vocabulary but including analytical markers, e.g. 'On the one hand....on the other', 'In most cases', 'It might be an idea to....' <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. 	<ul style="list-style-type: none"> • Show some awareness of what constitutes being a celebrity; • identification of a subject suitable as a celebrity with some clear ideas of why he/she should be given this status; • begins to offer reasons for this.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)(ii) Communication Level 2a 7-9 marks</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 an analysis with some comment and reasoned ideas, e.g. make reference to the issue, comment on alternative implications; • state the purpose and intention of writing possibly sustained by reiteration, e.g. by stating the writer's comments based on observations; • 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 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 for levels 2a and 2b</p> <ul style="list-style-type: none"> • Show engagement with the topic and some clear understanding of what constitutes 'celebrity' and 'status'; • some awareness of the complexity of the issue; • straightforward reasons for being a celebrity; • straightforward personal comments/opinions with reasons; • writing shows clear organisation (related to the above) and a concluding paragraph; • clear engagement with the topic and sensible definition of what is (or isn't) meant by being a celebrity and its status; • clear awareness/understanding of the complexity of the concept; • a clear and coherent description/outline of a person chosen for celebrity status; • sensible analysis of reasons for this choice; • some choice of language to engage the reader, or to write for effect; • the above are integrated into a securely organised piece of writing.
<p>Communication Level 2b 10-12 marks</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 with some comment and reasoned ideas, e.g. make reference to the issue, comment, perhaps, on alternatives and implications; • clearly state the purpose and intention of writing possibly sustained by reiteration, e.g. by stating the writer's comments and recommendations, based on observations; • use devices such as the rhetorical question, lists; • hyperbole as appropriate; • use words effectively including analytic markers, e.g. 'On the other hand', 'It may be that', 'One idea is...' <p>Organisation of Ideas Level 2b</p> <ul style="list-style-type: none"> • Employ paragraphs effectively in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate; • present well thought out and developed ideas in sentences. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)(ii) Communication Level 3a 13-15 marks</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 analysis, a variety of well-considered comments, some attempt at abstract concepts, vivid detail, e.g. employ facts and figures, refer to surveys; • make clear and sustain the purpose and intention of writing e.g. by providing evidence, commenting on observations, perhaps making recommendations; • 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 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>Content-related descriptors for Levels 3a and 3b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Thorough discussion/analysis of what is (or is not) to be considered as a celebrity and its concomitant status; • evidence of deliberate selection of a suitable person; • evidence of choice/variety of expression for candidate's own purposes (from earnest discussion to humorous entertainment); • increasingly subtle analysis of reasons for celebrity and associated status/attitudes by society or the candidate; • cohesive and cogent writing which is reflected in structure; • full consideration of the question; • real and informed understanding of the aspects of celebrity in society and their status/treatment; • 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>Communication Level 3b 16-18 marks</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, abstract concepts, vivid detail, e.g. employ facts and figures, make a moral appeal, give covert indications of preference; • make and sustain clearly the purpose, intention and objective of writing e.g. by presenting seductive evidence, making well-considered and supported comments, perhaps presenting some careful solutions; • 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 markers, e.g. 'The evidence suggests...', 'From another perspective...', 'On further inspection', 'A commendable idea...' one solution would be...' <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 mark of 18, candidates show exceptional ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.</p>	

AO3(iii)
0-3 marks
Accuracy Level 1

- 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)
4-6 marks
Accuracy Level 2

- 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)
7-9 marks
Accuracy Level 3

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

SPECIFICATION B ENGLISH (3701)**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)		✓