



General Certificate of Secondary Education

English 3703

Specification B (Mature) Paper 2H

Mark Scheme

2008 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 2008

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 ‘Still I Rise’ on the opposite page. Remind yourself of the poem ‘Biko the Greatness’ on page 15 of your pre-release booklet.

Compare how these poets present a sense of victory over injustice.

You should write about:

- what each poet is saying about the struggle against injustice
- the differences in language and form between the two poems.

(You are reminded to comment on the cultural aspects of the poem.) (27 marks)

Specific

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 – reliant on or copied from the preambles 'Still I Rise' – a black woman who is determined to overcome the past 'Biko' – there were wicked people who killed him but he was great and will survive in this poem.
<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 (overcoming prejudice/discrimination) or presentation in one or more poem: perhaps more secure on 'Biko'. By the top of the mark range, comments on the more obvious features in 'Still I Rise' e.g. the repeated challenging questions: and addressing the reader as 'you' in 'Biko' some relevant comments about the experiences of black people in South Africa (directly from the poem – be careful about 'background' teaching/not directly in the text). Some awareness of the change of direction in the poem at verse three. The use of repetition and how the ending stresses the endurance of 'greatness' against opposing forces in 'Still I Rise', some comment about the aspects of defiance in the poem and the pitiful pictures of 'broken' and 'weakened' people. The use of quite simple similes valid point(s) of comparison/contrast e.g. both end in very positive assertions.

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 the main content/ideas of the two poems • in 'Still I Rise' comments on the metaphors for wealth – 'oil wells' and 'gold mines' • top of the band – the tone of joy/humour linked with the assertions of strength and defiance' in 'Still I Rise' • in 'Biko' – the use of personification of both 'wickedness' and 'greatness' and the contest between them. The narrator moves from third person to first person plural • both poems have a defiant tone – compare the end in terms of assertion of success, with the American poem having a sense of threat/jubilation whereas 'Biko' is more controlled and universal. Angelou's verses are more regular with rhyme – becoming longer in the final two.

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"> • in 'Still I Rise' the uses of rhyme creates emphasis on the strength of feeling in the poem and the images likening the speaker to forces of nature continue this. The use of repetition e.g. in verse six are almost incantatory. The references to the suffering/injustices of black people are generalised images and the expected reactions of humility and being downtrodden are created in lines like 'Bowed head and lowered eyes'. The best candidates will notice and comment on the change of rhythm in the last two verses and the uplifting effects being achieved • 'Biko' is a poem which moves from the descriptions of what 'wickedness' did to the achievements of 'greatness' – not only with reference to Biko himself. There are many plays on words in this poem e.g. 'downpressed' and 'did not overstand'. Reward comments on such language. The Poet also makes oblique reference to the 23rd Psalm and the 'Wind of Change' speech by Macmillan. The best candidates may be able to incorporate these into an analysis of this poem as having universal significance • 'Still I Rise' is both personal (first person) and yet representative – see last line. 'Biko' is less personal, but the move to 'We' in the penultimate verse does make it more personal, and the references to 'Reggae, Soul, Marabi' give it a modern resonance, as does the use of present tense in the American poem and 'the dream and hope of the slave'.

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** Review a time when you feel you had to struggle to achieve your goals.
Comment on the situation and analyse the reasons for your success or lack of it.
(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> <ul style="list-style-type: none"> • Show some awareness of what goals entail and some reference to struggle • offer some simple evidence of selecting a situation • offer limited comments about reasons for success or failure.
<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 references to a particular situation with associated difficulties (struggle) • identification of ‘goals’ • identification of success or lack of it • begins to offer reasons.

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 a suitable situation where there was a struggle and associated goals • some awareness of the complexity of the issue; • straightforward comments on the situation • straightforward personal comments/opinions with reasons for success or lack of it • writing shows clear organisation (related to the above) and a concluding paragraph.
<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. 	<ul style="list-style-type: none"> • clear engagement with the topic and sensible choice of a situation involving a struggle to achieve goals • clear awareness/understanding of the complexity of the concept; • a clear and coherent review/account of the situation • clear comments on situation/success or otherwise – starts to analyse • some choice of language to engage the reader, or to write for effect • the are integrated into a securely organised piece of writing.

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> <ul style="list-style-type: none"> • Thorough review/account of a situation and its associated goals • evidence of deliberate selection of a suitable situation • evidence of choice/variety of expression for candidate's own purposes (from earnest discussion to humorous entertainment); • increasingly clear comments on the situation.
<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>	<ul style="list-style-type: none"> • cohesive and cogent writing which is reflected in structure; • full consideration of the question; • real and informed understanding of the aspects of being in a situation which involved difficulties, yet with aims/goals which were desired • support/comments integrated, using both impersonal voice yet able to offer subjective response • sensitive/perceptive analysis or comments expressed in increasingly sophisticated vocabulary and sentence structures; • seamless integration of expression and organisation.

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)		✓