



**General Certificate of Secondary Education  
June 2010**

**English**

**3703/2F**

**Specification B (Mature)**

**Foundation Tier**

**Post-Standardisation**

**Version 2**

**Mark Scheme**

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**  
**Foundation Tier 3703/2F**  
**Mark Scheme**  
**Summer 2010**

## **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 scheme. 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 their 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. You are reminded to comment on the cultural aspects of the poems.

- 01** Read the poem 'Travelling through the Dark' on the page opposite and remind yourself of the poem 'Island Man' on page 15 of your pre-release booklet.

Both poems are about memories.

Write about the ways the writers present memories in these poems.

You should write about:

- the memories presented in the poems
- the ways in which the writers use language and structure.

*(20 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 **20** for **Reading**. Assess the 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** levels 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 level**. The precise mark awarded within that range must be determined by the extent to which the answer matches the descriptors set out in the appropriate range. The **Content-Related** descriptors present features and examples, some of 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><b>Level 1</b> <b>0-5 marks</b></p> <p><b>Key words: ‘limited’</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation and understanding of the content of the Poetry texts;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writers use language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• outline details of the memory in “Travelling through the Dark”;</li> <li>• some sense of the different memories in “Island Man”.</li> </ul>
<p><b>Level 2</b> <b>6-11 marks</b></p> <p><b>Key words: ‘some’, ‘relevant’</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation and understanding of the content of the Poetry texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or makes some cross-references between the two poems;</li> <li>• shows some understanding of how the writers use language and structure to achieve their intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• starting to use details of the whole experience in “Travelling through the Dark” although comments on these may be generalised;</li> <li>• more details of the different sections in “Island Man” picking up the effects of some words but again comments may tend to the general;</li> <li>• may give examples of language use which help to show the different experiences; may be single words with general comments;</li> <li>• may give basic comments on structure, in “Island Man” and “Travelling through the Dark”.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>12-18 marks</b></p> <p><b>Key words: ‘clear’, ‘appropriate’</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Poetry texts;</li> <li>• makes appropriate references to the Poetry texts;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross-references between the two poems in support of the answer;</li> <li>• shows clear understanding of how the writers use language and structure to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• clearer ideas on style which creates different effects in “Island Man”; more definite identification of feelings with appropriate and relevant comments on effects of language use;</li> <li>• clearer ideas on the unfolding drama in “Travelling through the Dark”; firm comment on language use with appropriate and relevant examples;</li> <li>• clearer use of detail to pick up differences in tone and feelings in the poems; more use of comparison in language and structure with comments on effectiveness.</li> </ul>
<p><b>Allowed Level 4</b> <b>19-20 marks</b></p> <p><b>Key words: ‘detailed’, ‘perceptive’</b></p> <ul style="list-style-type: none"> <li>• Offers a full and detailed interpretation, insight and understanding of the content of the Poetry texts;</li> <li>• makes perceptive references to the Poetry texts;</li> <li>• selects or quotes pertinent material and makes perceptive supporting comments;</li> <li>• collates material and makes perceptive cross-references between the two poems in support of the answer;</li> <li>• shows detailed understanding and sensitive appreciation of how the writers use language and structure to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• clear recognition of different styles and tones;</li> <li>• developed comments on the effects of language, content and structure on the reader; enthusiastic personal response; integrated reference will amplify comments and response.</li> </ul>

## 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.

- 02** Write about a time when you were jealous of **either** the possessions **or** the achievements of one of your friends or relations.

You should:

- review the events which led up to your jealousy
- comment on your feelings and how you dealt with them.

*(20 marks)*

### Specific

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3 (i)/(ii) and is out of 13. The other is for AO3(iii) out of 7. The total available mark for Section B questions is therefore 20.

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 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, 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.

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 1</b> <b>0-3 marks</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, e.g. make brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of writing the response e.g. by making simple points;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question, lists, may not be appropriate or effective;</li> <li>• limited vocabulary evidence with arbitrary or no use of analytical markers.</li> </ul> <p><b>Organisation of Ideas Level 1</b></p> <ul style="list-style-type: none"> <li>• Show evidence of erratic paragraph structure, or none at all;</li> <li>• show limited variety of structural features, e.g. perhaps attempt a complex sentence.</li> </ul>	<p><b>Content-Related Descriptors for Levels 1 and 2</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• express a straightforward point of view. Words and phrases should show some evidence of appropriate choice;</li> <li>• include some details in their example.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas with some success;</li> <li>• engage the reader by presenting an analysis with some considered and reasoned ideas, though links in analysis may be tenuous e.g. by considering several relevant aspects of the topic;</li> <li>• show awareness of the purpose and intention of writing the article e.g. by making sensible comparisons;</li> <li>• write a response in which the register may vary between formal and colloquial or slang, the tone may be unvaried e.g. wholly defensive rather than balanced;</li> <li>• use devices such as rhetorical question, lists, exaggeration but not always appropriately or effectively;</li> <li>• use limited vocabulary but including analytical markers, e.g. 'On the other hand...'; 'perhaps'; 'although'.</li> </ul> <p><b>Organisation of Ideas Level 2</b></p> <ul style="list-style-type: none"> <li>• Use paragraphs;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors for Level 2</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show that topic is understood, i.e. identify a particular occasion of jealousy;</li> <li>• offer SOME evaluation from experience of the effects of jealousy;</li> <li>• express a STRAIGHTFORWARD point of view with some clarity using some appropriately chosen words and phrases;</li> <li>• offer a personal view about the significance of jealousy.</li> </ul>



Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3a</b> <b>7-9 marks</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 an analysis with some comment and reasoned ideas e.g. address the topic and some of its complexity;</li> <li>state the purpose and intention of writing the response possibly with some repetition rather than development of the analysis e.g. by giving further examples which do not develop the analysis;</li> <li>write a response, the tone of which is balanced but may lack any subtlety, e.g. may assert rather than examine or weigh up various considerations;</li> <li>use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;</li> <li>use some words effectively including analytical markers e.g. 'Alternatively', 'However', 'On the other hand'.</li> </ul> <p><b>Organisation of Ideas Level 3a</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, direct speech if appropriate;</li> <li>present developed ideas which hold together.</li> </ul>	<p><b>Content-Related Descriptors for Level 3a</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>show engagement with the topic, and understanding that it concerns some reference to feelings of jealousy;</li> <li>some attempt to analyse and examine these feelings from personal experience;</li> <li>offer convincing examples which show why the feelings were so memorable;</li> <li>make PERSONAL COMMENTS based on judgement and experience as to why these feelings proved so significant;</li> <li>conscious choice of vocabulary should enhance comments;</li> <li>DEVELOP the comments to reach some conclusions;</li> <li>conclude cogently, so that considered final opinion is clear;</li> <li>some evidence of mature reflection.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Communication Level 3b</b> <b>10-12 marks</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 with some detailed analysis and carefully considered comments e.g. make some detailed reference to the issue and the implications of alternative actions;</li> <li>clearly state and sustain the purpose and intention of writing the response e.g. by stating the writer's comments, alternative courses of action and recommendations;</li> <li>write a formal response, the tone of which is appropriately balanced and which may show subtlety, employing e.g. enquiry, investigation, sifting of evidence;</li> <li>use of devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>use words effectively including analytical markers, e.g. 'However', 'Alternatively', 'It might be better if...'. 'There is a view that', 'Evidence shows that...'</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul 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><b>Content-Related Descriptors for Level 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>show engagement with the topic, and understanding that it concerns some reference to a PARTICULARLY jealous time and its impact at the time and subsequently;</li> <li>CLEAR attempt to analyse and examine these feelings from personal experience, perhaps citing other people's experience;</li> <li>develop a strong and clear personal viewpoint in reviewing and commenting on feelings. Conscious choice of vocabulary should enhance the personal view;</li> <li>develop details and comments to reach clear conclusions on feelings of the time;</li> <li>conclude response cogently, so that considered final opinion is clear;</li> <li>evidence of mature reflection.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 271 644 331"><b>Communication Allowed Level 4</b> <b>13 marks</b></p> <ul data-bbox="188 376 772 1122" style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in convincing way;</li> <li>• 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;</li> <li>• make clear and sustain the purpose and intention of writing the response e.g. by providing evidence, commenting on observations;</li> <li>• write a formal response, the tone of which is appropriately balanced but shows some subtlety edging towards a strong resolution;</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 markers, e.g. 'Looked at from another angle...'</li> </ul> <p data-bbox="188 1160 722 1189"><b>Organisation of Ideas Allowed Level 4</b></p> <ul data-bbox="188 1234 778 1424" 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 of a variety of structural features, e.g. different paragraph lengths, indented sections, direct speech as appropriate.</li> </ul>	<p data-bbox="810 271 1366 300"><b>Content-Related Descriptors for Level 4</b></p> <p data-bbox="810 338 1374 398"><b>Candidates may show evidence of these content features:</b></p> <ul data-bbox="810 479 1394 954" style="list-style-type: none"> <li>• show a full appreciation of the event and some of the complex feelings of jealousy arising from it;</li> <li>• give well-selected examples and details using emotive, effective language which develops and furthers analysis;</li> <li>• comment on the implications in relation to the topic on memories of the occasion of jealousy;</li> <li>• conclude in a well-rounded, effective and particularly mature way.</li> </ul>

**AO3(iii) Level 1****0-2 marks****Accuracy**

- Write with little control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is sometimes accurate;
- write some simple sentences accurately;
- show some accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 2****3-4 marks****Accuracy**

- Write with some control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate at the top of the mark range;
- write simple and, at the top of the mark range, some complex sentences accurately;
- show accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 3 (3a and 3b)****5-6 marks****Accuracy**

- Write accurately with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is accurate;
- employ some variety of sentence forms;
- show accuracy in spelling of words in common use and in an increasingly ambitious vocabulary;
- use standard English effectively.

**AO3(iii) Allowed Level 4****7 marks****Accuracy**

- Employ a variety of accurate sentence forms and punctuation for specific effect;
- show accuracy in spelling words from an ambitious vocabulary.

**SPECIFICATION B MATURE (3703)****PAPER 2 FOUNDATION TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

<b>Assessment Objectives</b>	<b>Questions</b>	
	<b>1</b>	<b>2</b>
2(i)	✓	
2(ii)		
2(iii)		
2(iv)	✓	
2(v)	✓	
3(i)		✓
3(ii)		✓
3(iii)		✓