



General Certificate of Secondary Education

English 3703

Specification B (Mature) Paper 2H

Mark Scheme

2009 examination – June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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 2009

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

- 01** Read the poem 'Homeland' on the page opposite. Remind yourself of the poem 'The Parrots' on page 18 of your pre-release booklet.

Compare the ways these poets reveal their feelings about their countries.

Write about:

- the particular situations described in the poems
- the differences in language and form between the two poems.

(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 range. 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 the preambles • 'Homeland' – descriptions of a place of war which could also be beautiful • 'The Parrots' – literal elements of a story about birds.
<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 or presentation in one or more poem: perhaps more secure on 'The Parrots'. By the top of the mark range, comments on the more obvious features in 'Homeland' e.g. 'blood-drenched by the foe', yet the poet sees the 'blossom' and the 'lovely' aspects. The determination to return there, even though this might be 'through rain and cold I'll crawl'. Sustained personification. • In 'The Parrots' some relevant comments about the parallel story of the contraband birds and the (Nicaraguan) revolution/desire for freedom. • In 'Homeland', some relevant comments about the attitude of the speaker (determination, sorrow) speaking directly to the country • Valid point(s) of comparison/contrast e.g. sense of comfort in both endings, but 'The Parrots' rather more tentative.

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 'Homeland' comments on use of rhyme which does create a song-like poem • Top of the band – comments on details such as language of a lover and the use of questions. The effects of opposing images e.g. beautiful nature and man-made ugliness and suffering • In 'The Parrots' – the conversational tone and the details e.g. numbers, give a very believable (historical) account • Contrasts between the more metaphorical/lyrical effects of 'Homeland' and the almost prosaic approach of 'The Parrots'.

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"> • The balladic form of 'Homeland' suggests a traditional on-going process, perhaps with straightforward and emotional dimensions e.g. the regular and rather simple rhymes of 'eyes'/skies'; 'fall'/crawl. There are almost religious/worshipful attitude in some of the language e.g. 'enshroud'. There might be some interesting comments on the person suggested by 'my sons' and 'my loyal guards' (a king?). and the consolatory effect of the last lines suggesting the place of poetry/song in war and history more generally • Contrasts with the secondhand narrative 'My friend Micheltold me' which gives a more distant and apparently obvious and somewhat humorous account of the 'contraband parrots'. Realism is also created by the precision of the numbers involved. The use of precise number in the last line has a very sobering effect • Both poems convey strong feelings of wanting to be restored to their original country and culture, and their country itself to be restored. There is, in both, an appreciation of the natural beauty of the countryside and a joy in it despite the uprooting and damage which had taken place.

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

- 02** 'Home is where the heart is'. Analyse and comment upon the qualities which make a place into a home. *(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 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>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Show some awareness of what home entails and some reference to qualities • offer some simple evidence of making a definition of a home as against just a place/building.
<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 reference to a particular 'home' and or place • identification of some aspects of what makes a home • 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. 	<ul style="list-style-type: none"> • Show engagement with the topic and some clear understanding of the concept of the differences between a place/building and what makes a 'home' • some awareness of the complexity of the issue • straightforward comments on the qualities of a home • straightforward personal comments/opinions with reasons • writing shows clear organisation (related to the above) and a conclusion
<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/range of sensible qualities of a home • clear awareness of the complexity of the concept • a clear and coherent set of comments on these qualities • clear comments on the concept of a home – starts to analyse • some choice of language to engage the reader, or to write for effect • the above 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>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • Thorough consideration of the topic • evidence of deliberate identification of qualities of a home • evidence of choice/variety of expression for candidate's own purposes (from earnest discussion to humorous entertainment) • increasingly clear comments • increasingly clear analysis
<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 a place becoming a real home • 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.

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 (3703)**PAPER 2 HIGHER TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

Assessment Objective	Question	
	1	2
2(i)	✓	
2(ii)		
2(iii)		
2(iv)	✓	
2(v)	✓	
3(i)		✓
3(ii)		✓
3(iii)		✓