



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Secondary  
Education**

**English 3701**

*Specification B Paper 2F*

**Mark Scheme**

*2007 examination – November series*





**SPECIFICATION B ENGLISH 3701  
Paper 2 Poetry and Writing to Analyse, Review, Comment  
Foundation Tier 3701/2F  
Mark Scheme  
Winter 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 their 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 'Goodbye, Boys' on the page opposite. Refer to the poem 'The Beggar' on page 19 of your pre-release booklet.

Write about:

- what has happened to the village in 'Goodbye, Boys'
- how the writer uses language in 'Goodbye, Boys' to make the poem memorable
- the differences between the feelings expressed by the poets in 'Goodbye, Boys' and 'The Beggar'.

*(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 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 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, 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><b>Level 1</b> <b>Marks 0-6</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>• the boys have gone off to war;</li> <li>• the poet keeps saying <i>boys</i>;</li> <li>• the man feels sorry for the beggar.</li> </ul>
<p><b>Level 2</b> <b>Marks 7-12</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 make 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>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the boys have all been sent off to fight;</li> <li>• the girls have given away their wedding dresses;</li> <li>• war is described as a frightening person: <i>You monster</i>;</li> <li>• it's a sad poem and <i>leaden despair</i> is very depressing and gloomy;</li> <li>• in 'Goodbye, Boys', the poet feels really sad that the boys have all gone off to fight and he wants them to come back home again;</li> <li>• (in contrast) the poet in 'The Beggar' feels cross with himself for refusing to give to the beggar;</li> <li>• later the poet does give the beggar money because he feels sorry for him.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 13-18</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>• show clear understanding of how the writers use language and structure to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• the young men (boys) have all been sent off to fight even though they are too young to be soldiers;</li> <li>• it all happened very suddenly and quickly and now the village is silent except for the thud of boots;</li> <li>• the village girls have given away their wedding dresses because they have no hope of the young men returning;</li> <li>• war is personified as a monster (memorably) and the poet questions it directly (and dramatically) (with a personal pronoun): <i>You monster</i>;</li> <li>• the repetition of (the keywords) <i>boys</i> and <i>goodbye</i>, emphasises the sadness / poignancy and the theme of the poem (emphasising too that they will probably not return);</li> <li>• the poet uses (memorable) orders / imperatives – <i>strive (twice); don’t lose heart; spare; fight</i> as he tries to encourage the young men who have gone off to war;</li> <li>• <i>dull thud</i> and <i>leaden despair</i> convey how melancholy /sad /tragic the situation is;</li> <li>• the poet of ‘Goodbye, boys’ feels sad, but also angry and outraged at what War has done: <i>Oh, War, you monster / What have you done?</i>;</li> <li>• he feels shocked and sad and powerless that the boys left one after the other as soldiers;</li> <li>• he feels sympathy for the girls who have given away their wedding dresses and, like them, he doesn’t hold out any hope for their safe return;</li> <li>• the poet in ‘The Beggar’ feels sympathy for others too, and he also feels anger, but his anger is directed at himself, not War;</li> <li>• he was annoyed with himself for feeling annoyed / angry by the pathetic beggar’s begging;</li> <li>• (unlike the ‘Goodbye, Boys’ poet), he is later overwhelmed by guilt at his own meanness and his offering is a ‘penance’;</li> <li>• like the ‘Goodbye, Boys’ poet for the soldiers, ‘The Beggar’ poet doesn’t see any hope for the beggar and the money he gives him does not stop him feeling guilty.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 4</b> <b>Marks 19-20</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>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• There is no hope in ‘Goodbye, Boys’: the girls know that they will never need their wedding dresses, and although the poet encourages them to <i>strive</i> to come home, and to fight hard, the feeling is that he knows they will not return. Similarly in ‘The Beggar’, the poet knows that his few pence will not alter the beggar’s lot in life, and there is not hope for him, or an end to the poet’s guilt that such people should lie like debris in the street.</li> </ul>

## 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

- 2 Many people think that it is unfair that some celebrities and sports stars are paid far too much money, whilst people in some other important jobs are not paid enough.

Write an article for a magazine in which you comment on this point of view.

*(20 marks)*

Remember:

- to keep your audience in mind
- to write accurately and express yourself clearly.

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 marks 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 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. 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><b>AO3(i)/(ii)</b> <b>Marks 0-3</b> <b>Communication Level 1</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. makes brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of writing an article e.g. by making simple points;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• may attempt devices such as the rhetorical question, lists may not be appropriate or effective;</li> <li>• limited vocabulary evident 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 candidates may show evidence of these content features:</b></p> <p><b>Levels 1 and 2</b></p> <ul style="list-style-type: none"> <li>• show that the topic is understood, i.e. that the topic is about the fair and unfair rewards for various jobs;</li> <li>• express a straightforward view with some clarity using some appropriately chosen words and phrases;</li> <li>• offer a strong personal view as to whether the statement is true or not;</li> <li>• attempt to extend analytical comments on the topic and begin to recognise that issues other than sums of money, such as usefulness to society or social inequality are involved;</li> <li>• conclude the magazine article in a clear, rounded and appropriate way.</li> </ul>
<p><b>Communication Level 2</b> <b>Marks 4-6</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 relying heavily on the anecdotal;</li> <li>• show awareness of the purpose and intention in writing a magazine article e.g. by making reference(s) to the audience;</li> <li>• write a formal magazine article in which the register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. wholly dogmatic rather than balanced;</li> <li>• use devices such as the 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 of paragraphs;</li> <li>• use a variety of structural features, e.g. short paragraphs, direct speech if appropriate.</li> </ul>	

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Marks 7-9</b> <b>Communication Level 3a</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 article 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 formal article, 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 Levels 3a and 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 also understanding that it concerns analysis of the various issues involved;</li> <li>• analyse and examine/ comment on this point of view from personal resources, or from newspaper articles or television programmes, perhaps citing these sources and other people to extend point of view/content;</li> <li>• offer convincing analysis of the importance of pay, and of other issues involved e.g. job satisfaction; stress levels;</li> <li>• make personal comments based on judgement and experience as to which qualities in a job <i>are</i> worthy of reward;</li> <li>• make some general comments which show that the issues behind the personal have been appreciated e.g. the qualities in a job which society thinks is worthy of reward; society's worship of celebrities; inequality in our society being out of control; whether football skills are worth more than a surgeon's;</li> <li>• develop the comments to reach clear and interesting conclusions e.g. a consideration of who is to blame for the massive inequality in pay for jobs and perhaps what can be done about it;</li> <li>• conclude the article cogently and appropriately, so that a considered final opinion is clear.</li> </ul>
<p><b>AO3(i)/(ii)</b> <b>Marks 10-12</b> <b>Communication Level 3b</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 more 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 article e.g. by stating the writer's comments, alternative courses of action and recommendations;</li> <li>• write a formal article, the tone of which is appropriately balanced and which may show subtlety, employ e.g. enquiry, investigation, sifting of evidence;</li> <li>• use 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>	

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 264 327 297"><b>AO3(i)/(ii)</b></p> <p data-bbox="188 297 304 331"><b>Mark 13</b></p> <p data-bbox="188 331 647 365"><b>Communication Allowed Level 4</b></p> <ul data-bbox="188 398 863 1014" 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 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 letter e.g. by providing evidence, commenting on observations;</li> <li>• write an article, 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 1048 727 1081"><b>Organisation of Ideas Allowed Level 4</b></p> <ul data-bbox="188 1115 863 1323" 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, direct speech as appropriate.</li> </ul>	<p data-bbox="890 264 1342 331"><b>Content-Related Descriptors for Level 4</b></p> <p data-bbox="890 365 1377 432"><b>Candidates may show evidence of these content features:</b></p> <ul data-bbox="890 488 1398 1093" style="list-style-type: none"> <li>• show a full appreciation of the topic and some of the complex issues arising from it;</li> <li>• analyse well-selected effects, implications and details, using emotive, effective language, which develop and further the analysis;</li> <li>• perhaps select a happening which requires some maturity of analysis e.g. a case of an outrageous fee paid for a football player currently in the news;</li> <li>• conclude the article in a well-rounded, effective, perhaps witty way.</li> </ul>

**AO3(iii)****Level 1****Marks 0-2****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 accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii)****Level 2****Marks 3-4****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 sentences, 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)****Marks 5-6****Accuracy**

- Write accurately with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is accurate;
- employ a variety of sentence forms to good effect;
- show accuracy in the spelling of words from an increasingly ambitious vocabulary;
- use standard English appropriately.

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

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

**SPECIFICATION B ENGLISH (3701)**

**PAPER 2 FOUNDATION 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)		✓