

GCSE 2004

June Series



Mark Scheme

English Specification B (3701/2F)

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 3701
Paper 2 Poetry and Writing to Analyse, Review, Comment
Foundation Tier 3701/2F
MARK SCHEME

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. 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 grade descriptions. 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 Refer to the poem *Hungry Ghost* on page 11 of your pre-release booklet. Read the poem *Sometimes When It Rains* opposite. The poet Gcina Mhlophe is South African. In the poem *Sometimes When It Rains* she writes about the memories and thoughts which the heavy rain brings to her mind.

Write about *Hungry Ghost* and *Sometimes When It Rains*.

You must:

- explain what the writer thinks about when it rains in *Sometimes When It Rains*
- explain how the writer uses language to convey her thoughts in *Sometimes When It Rains*
- compare the writer's thoughts and memories of childhood in *Hungry Ghost* with the writer's thoughts and memories in *Sometimes When It Rains*

You are reminded to comment on the cultural aspects of the poems.

(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** grade bands 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 grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. 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 grade band. 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 writing under timed examination conditions.

<p>Skills-Related Descriptors Level 1 0-5 marks</p> <ul style="list-style-type: none"> • show some awareness of what one or more text(s) is about at the bottom of the mark range; • show some understanding at a basic level of what one or more text is about at the top of the mark range; • perhaps show some copying from the text without supporting comment; • make some basic selection from the texts to support simple comments at the top of the mark range. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the rain makes her think of when she was a child; • in <i>Hungry Ghost</i> the writer remembers going to the market.
<p>Skills-Related Descriptors Level 2 6-11 marks</p> <ul style="list-style-type: none"> • comment in general terms; • show clear understanding of the content of the texts; • make some sensible selection from the texts to support coherent and appropriate points; • attempt to show how some words and phrases are used effectively at the bottom of the mark range; • attempt to explore and evaluate how writers use language to achieve their desired effects at the top end of the mark range; • attempt some inference and interpretation at the top end of the mark range. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the writer is reminded of her childhood when the schoolchildren had to wade across the river carrying their uniforms on their heads; • she thinks about people who are out in the rain because they have no home; • she uses very simple language (without adjectives)(and repeats <i>Sometimes when it rains</i>) so it's easy to understand what she's saying; • she feels sorry for people who have <i>no food to eat</i>; • the <i>Hungry Ghost</i> writer remembers the Indian market when she was little and wanted to grow up; the other writer remembers when she was little in South Africa and when it rained they didn't have to fetch river water; • the <i>Hungry Ghost</i> writer understands the money side of the market now she's grown up; the other writer also knows about the bad side of life.

<p>Skills-Related Descriptors Level 3 12-18 marks</p> <ul style="list-style-type: none"> • show a full understanding of the content of the texts at the bottom of the mark range; • show a detailed understanding and interpretation of the texts at the top of the mark range; • select some appropriate references from the texts to support points at the bottom of the mark range; • provide focused, apt, supporting detail appropriately selected from the texts at the top of the mark range; • give explanations which are concise and generally focused; • provide a clear and detailed evaluation of how the writers use language effectively. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the writer of <i>Sometimes When It Rains</i> remembers with pleasure her childhood when the rain meant they had to carry their clothes across the river and were relieved of the water-fetching from the river; • she also thinks with sympathy of the unfortunate people who have no shelter and of women who have to give birth in poor, windy, shelters; • she is happy and wishes that everyone could have <i>something to smile about</i>; • her language is simple (monosyllabic and duosyllabic/disyllabic); the nouns mainly unqualified; and the lack of punctuation lets the lines (enjambment) flow like her thoughts; • the simile in the last line of hail stones <i>like teeth...of smiling friends</i> stands out from the plain language and emphasises her sympathy for others; • the only example of <u>two</u> qualifying adjectives in <i>cold angry</i> winds emphasises the suffering of the squatter women; • the <i>Hungry Ghost</i> writer remembers childhood when she was young, innocent and eager to grow up <i>hungry for life</i> in India; the other writer also remembers childhood with pleasure in South Africa when rain meant not having to fetch river water; • now <i>The Hungry Ghost</i> poet is grown up she understands the complexities and lack of freedom in life <i>its bondage</i> and almost wishes she could be young and unaware again; the other writer appreciates the unfairness of life where many people suffer; • both writers describe the feeling of being small: the Indian girl thinking the bazaar was huge and the South African girl wading through the river.
<p>Skills-Related Descriptors Allowed Level 4 19-20 marks</p> <ul style="list-style-type: none"> • show a full, detailed and subtle understanding and interpretation of the texts; • select references which are concise and focused; • provide a detailed, critical evaluation of the writers' use of language and its effects. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the repetition of the line <i>Sometimes when it rains</i> gives a structure to the writer's thoughts and emphasises the poem's meditative, thoughtful mood.

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 Argue, Persuade, Advise

- 2 The Editor of your local newspaper has asked young people to write to him with their ideas on what would make a perfect world.

Write a letter to the Editor in which you analyse what you think would make a perfect world.

Remember:

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

(20 marks)

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** mark ranges 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 mark ranges which follow. Place the two marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. Add the two together and place the total in a circle underneath. Transfer the circled mark to the grid on the front of the answer booklet.

Remember that to be placed in a mark range a candidate's work **will satisfy some (but not necessarily all) of the criteria for that range**. 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 mark range. 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 writing in timed examination conditions.

<p>AO3(i)/(ii) Communication Level 1 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 the letter e.g. by making simple points; • may attempt formal letter frame though register may vary between formal and colloquial or slang, sustaining neither; • may attempt devices such as the rhetorical question, lists may not be appropriate or effective; • limited vocabulary evident with arbitrary or no use of analytical markers. <p>Organisation of Ideas Level 1</p> <ul style="list-style-type: none"> • show evidence of erratic paragraph structure, or none at all; • show limited variety of structural features, e.g. perhaps attempt a complex sentence. 	<p>Content-Related Descriptors</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the topic is understood, i.e. that ideas for what would make a perfect world are being put forward and considered; • offer some analysis from experience of aspects of life which would make a perfect world, such as money, world peace, health, happiness; • express a straightforward point of view with some clarity using some appropriately chosen words and phrases; • offer a strong personal view as to what would make a perfect world; • use examples to extend analytical comments on the topic; • conclude the letter in a clear and rounded way.
<p>Communication Level 2 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. by relying heavily on the anecdotal; • show awareness of the purpose and intention in writing a formal letter e.g. by making sensible suggestions; • write a formal letter in which the register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. wholly dogmatic rather than balanced; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately or effectively; • use limited vocabulary but including analytical markers, e.g. ‘On the other hand..’; ‘perhaps’; ‘although’. <p>Organisation of Ideas Level 2</p> <ul style="list-style-type: none"> • use of paragraphs; • use a variety of structural features, e.g. short paragraphs, direct speech if appropriate. 	

<p>AO3(i)/(ii) Communication Level 3a 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. address the topic and some of its complexity; • state the purpose and intention of writing the letter possibly with some repetition rather than development of the analysis, e.g. by giving further examples which do not develop the analysis; • write a formal letter, the tone of which is balanced but may lack any subtlety, e.g. may assert rather than examine or weigh up various considerations; • use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately; • use some words effectively including analytical markers e.g. ‘Alternatively’, ‘However’, ‘On the other hand’. <p>Organisation of Ideas Level 3a</p> <ul style="list-style-type: none"> • use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate; • present developed ideas which hold together. 	<p>Content-Related Descriptors</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show engagement with the topic, and understanding that it concerns some reference to perhaps both realistic and idealistic factors; • analyse and examine this topic from personal resources, or from newspaper articles or television programmes, perhaps citing these sources and other people; • offer convincing examples in support of considerations to be analysed such as how money would alleviate many problems for the candidate’s family, or world peace would solve many global problems; homes and shelter for all should be possible; • make a personal comment based on judgement and experience as to what would make a perfect world; • make some general comments which show that the issues behind the personal have been appreciated e.g. that money brings as many problems as it solves; that human nature makes world peace difficult to achieve; • develop the comments to reach clear conclusions; • conclude the letter cogently, so that a considered final opinion is clear.
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AO3(i)/(ii)**Communication Level 3b****10-12 marks**

- write in a way which shows clarity of thought and communicates with success;
- 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 suggestions;
- clearly state and sustain the purpose and intention of writing the letter e.g. by stating alternative courses of action and recommendations;
- write a formal letter, the tone of which is appropriately balanced and which may show subtlety, employ e.g. enquiry, investigation, sifting of evidence;
- use devices such as the rhetorical question, lists, hyperbole as appropriate;
- use words effectively including analytical markers, e.g. 'However', 'Alternatively', 'It might be better if...', 'There is a view that', 'Evidence shows that...'

Organisation of Ideas Level 3b

- 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.

<p>AO3(i)/(ii) Communication Allowed Level 4 13 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; • make clear and sustain the purpose and intention of writing the letter e.g. by providing evidence, commenting on observations; • write a formal letter, the tone of which is appropriately balanced but shows some subtlety edging towards a strong resolution; • 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. ‘Looked at from another angle..’. <p>Organisation of Ideas Allowed Level 4</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, direct speech as appropriate. 	<p>Content-Related Descriptors</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show a full appreciation of the topic and some of the complex issues arising from it; • give well selected examples and details using emotive, effective language which develop and further the analysis; • comment on the implications in relation to the topic of subtleties such as the difficulties involved in achieving world peace; the value of health and happiness not measurable in terms of money; the possibility of sharing resources to provide food for all; • conclude the letter in a well-rounded, effective, perhaps witty way.
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AO3(iii) Level 1**Accuracy****0-2 marks**

- 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**Accuracy****3-4 marks**

- 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)**Accuracy****5-6 marks**

- 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 effectively.

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

- 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)		✓