



General Certificate of Secondary Education

English 3701 *Specification B*

3701/2F Paper 2 Tier F

Mark Scheme

2005 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.



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

June 2005

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.

Recording of Marks

When the mark for each question has been recorded at the end of the answer, examiners should enter the marks for each question against the appropriate question number in the e-marker programme. When the total mark is calculated by the software, this should be recorded on the front cover of the script. There is no requirement to record any other marks, such as marks for individual questions, on the front of the script.

Put the total mark for the paper in the box on the top right-hand corner of the cover marked 'For Office Use Only'. Put your initials underneath this total.

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 Refer to the poem *A Memory* on page 19 of your pre-release booklet. Read the poem *The Dream* opposite. Both poems are written by the same writer.

Write about *A Memory* and *The Dream*.

To do this, you must explain:

- some of the things which happen during the dream in *The Dream*
- how language is used to convey how frightening the dream was in *The Dream*
- how the writer's description of the snake in *A Memory* compares with her description of the snake in *The Dream*. (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 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 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 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.

<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 each text is about at the top of the mark range; • perhaps show some copying from the text without supporting comment; • perhaps make some basic selection from the texts to support simple comment(s) at the top of the mark range. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the poems are about snakes but one is in a dream; • the dream was very scary; • the snake in <i>A Memory</i> bled a lot.
<p>Skills-Related Descriptors Level 2 6-11 marks</p> <ul style="list-style-type: none"> • comment in general terms; • show basic understanding of the content of the texts; • make some sensible selection from the texts to support simple and appropriate points; • begin 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"> • in the dream it was a windy morning and the writer had been ill and had been sleeping; • the family was waiting for her to wake up; • the way the leaves turned into a snake is frightening; • the way the snake turned into an even bigger snake was very frightening; • their bright colours which keep changing – green, red and orange and then scarlet and black – are like a nightmare; • ‘frantic’ shows how scared she is; • in <i>A Memory</i> the snake is a real snake even though it’s dead, but the snake in <i>The Dream</i> is not real, but a nightmare snake; • the snake in <i>A Memory</i> is lying still with blood coming out of it, the other snake is constantly moving and growing bigger; • both the snakes are very brightly coloured, one with red blood, the other changing colour.

<p>Skills-Related Descriptors Level 3 12-18 marks</p> <ul style="list-style-type: none"> • show a clear understanding of the content of the texts at the bottom of the mark range; • show a full 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 from the upper end 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"> • it was a windy morning in the dream, the writer had been ill in bed and she had been sleeping for a long time; • in her dream her mother kept coming from the kitchen to see if she was awake; • in her dream her brother looked in through the window from the garden and her father kept looking into her room; • she dreamed there were leaves in her hair which turned into a snake, which is confusing and frightening; • her fear is shown in the desperate movement of ‘fling’ as she tried to get rid of the snake; • the colours are frightening as they are bright, terrifying and confusing as they shift and change, ‘scarlets and black’; • words like ‘frantic’ and ‘desperate’ show how scared she was; • the snake in <i>A Memory</i> is real but lifeless and covered in blood, whilst the other snake is in her imagination but constantly moving and changing in colour and size; • the snake in <i>A Memory</i> shocked the child as it was in the kitchen, half beautiful ‘silvery green’ and half frighteningly gory ‘redness’; • in contrast the dream snake terrifies the child, winding itself round her, growing ‘stronger’ and ‘slipping out’ of her grasp – all nightmare experiences.
<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 constant movement and enlargement of the dream snake is vivid – ‘rippled’ ‘shimmering’ ‘slipping’ – and the colours are violent and aggressive like the snakes themselves e.g. ‘scarlets’ ‘blacks’ ‘orange’; • in both descriptions the terror of the experience is a little lessened by the father’s words.

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 The Minister for Schools is making a list of skills which young people should have in order to make them good citizens.

Write a letter to the Minister for Schools in which you review some of the skills you have learned and comment on how useful you think they will be for you, as a citizen, in the future.

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 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** levels and the **Content-Related** descriptors next to them.

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, 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>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 0-6 marks</p> <p>Candidates will show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the topic is understood, i.e. that ideas for skills which would make a good citizen are being put forward and considered; • offer some description from experience of aspects of life which would make a good citizen, such as respect for others; • 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 good citizen; • use examples to make some analytical comments on the topic; • conclude the letter in a clear and rounded way.
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Communication Level 2

4-6 marks

- communicate ideas with clarity and 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 considering several relevant aspects of the topic;
- show awareness of the purpose and intention in writing a formal letter e.g. by relying heavily on the anecdotal;
- 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’.

Organisation of Ideas Level 2

- 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 7-12 marks</p> <p>Candidates will show evidence of these content features:</p> <ul style="list-style-type: none"> • show engagement with the topic, and understanding that it concerns reference to sensible qualities; • analyse and examine this topic from personal resources, or from newspaper article or television programmes, perhaps citing these sources and other people; • offer convincing examples in support of the skills recommended, such as by citing examples of people who have, or have not, shown tolerance of different races and opinions; • make a personal comment based on judgement and experience as to what would make a good citizen; • make some general comments which show that the issues behind the personal have been appreciated e.g. that anti-social behaviour has a bad effect on society as a whole; • develop the comments to reach clear conclusions; • conclude the letter cogently, so that a considered final opinion is clear.
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Communication Level 3b

10-12 marks

- write in a way which shows clarity of thought and communicates with some 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 suggestions;
- 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 13 marks</p> <p>Candidates will 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 teaching these skills, or the problems involved with celebrities setting a bad example to young people; • conclude the letter in a well-rounded, effective, perhaps witty way.
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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 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;
- 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 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

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 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)		✓