



# General Certificate of Secondary Education

## English 3701 *Specification B*

*3701/2F Paper 2 Tier F*

# Mark Scheme

*2005 examination – November 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**

**Winter 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 *The Great Goddess* on page 16 of your pre-release booklet. Read the poem *The Prisoner* opposite. In *The Prisoner* the Iraqi poet, Dunya Mikhail, describes a mother's visit to her son in prison.

Write about *The Great Goddess* and *The Prisoner*.

To do this, you must explain:

- what the mother in *The Prisoner* finds difficult to understand
- how the language the writer uses in *The Prisoner* conveys the mother's thoughts and feelings
- any similarities and differences between the mother in *The Prisoner* and the woman in *The Great Goddess*. (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><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-5 marks</b></p> <ul style="list-style-type: none"> <li>• show some awareness of what one or more text(s) is about at the bottom of the mark range;</li> <li>• show some <b>understanding</b> at a basic level of what each text is about at the top of the mark range;</li> <li>• perhaps show some copying from the text without supporting comment;</li> <li>• perhaps make some basic <b>selection</b> from the texts to support simple comment(s) at the top of the mark range.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the mother doesn't understand why her son is in prison;</li> <li>• she doesn't understand what it means to be guilty;</li> <li>• the mother in <i>The Prisoner</i> is a real woman.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 2</b>  <b>6-11 marks</b></p> <ul style="list-style-type: none"> <li>• comment in general terms;</li> <li>• show basic <b>understanding</b> of the content of the texts;</li> <li>• attempt some sensible <b>selection</b> from the texts to support coherent and appropriate points;</li> <li>• begin to show how some <b>words and phrases</b> are used effectively at the bottom of the mark range;</li> <li>• attempt to explore and <b>evaluate</b> how writers use <b>language</b> to achieve their desired effects at the top end of the mark range;</li> <li>• attempt some inference and <b>interpretation</b> at the top end of the mark range.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the mother doesn't understand why her son is in prison and she doesn't understand what the prison officers say;</li> <li>• she doesn't understand why she has to leave him [at the end of the visit];</li> <li>• the mother remembers when she used to say lullabies to her little boy and never dreamed then that he'd end up in prison;</li> <li>• the repetition of <i>she doesn't understand</i> shows that she doesn't really know what is going on;</li> <li>• there are no full-stops;</li> <li>• the women in the two poems both work hard and are caring for whomever they love, but in different ways;</li> <li>• the mother visits her son in prison, the woman tried to mend things.</li> </ul>

<p><b>Skills-Related Descriptors</b> <b>Level 3</b> <b>12-18 marks</b></p> <ul style="list-style-type: none"> <li>• show a full <b>understanding</b> of the content of the texts at the bottom of the mark range;</li> <li>• show a detailed <b>understanding and interpretation</b> of the texts at the top of the mark range;</li> <li>• <b>select</b> some appropriate references from the texts to support points at the bottom of the mark range;</li> <li>• provide focused, apt, supporting detail appropriately <b>selected</b> from the texts from the middle of the mark range;</li> <li>• give explanations which are concise and generally focused;</li> <li>• provide a clear and detailed <b>evaluation</b> of how the writers use <b>language</b> effectively.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• the mother is a straightforward woman who loves her son and cannot understand why he is in prison;</li> <li>• she can't understand why uniformed men have said that her son, whom she knows as a good boy and man, should be 'put there';</li> <li>• she doesn't understand why prison rules say she must leave at the end of the visit;</li> <li>• there's a feeling that she doesn't understand because the prison [system] tells lies;</li> <li>• the repetition of <i>she doesn't understand</i> shows her confusion and bewilderment that her good son is in prison;</li> <li>• she compares her memories of her good son, listening to lullabies, studying and working, with his imprisonment and is at a loss; she seems to be inactive through shock and bewilderment;</li> <li>• she seems to be afraid or in awe of those 'with their uniform' who clearly cannot be argued with;</li> <li>• there are no full stops and this [enjambment] shows the flow of thoughts in her confused, shocked mind;</li> <li>• both women are trying to make things better; one loves her son and the other mends things and tries to save the world [from unravelling];</li> <li>• the mother is a real person but also symbolic of mothers who have unjustly lost their sons; the woman turns from a woman darning into a symbolic [fabulous] mother-figure who is trying to sew up the tears in the world;</li> <li>• there is a feeling that both women are bound to lose their battles.</li> </ul>
<p><b>Skills-Related Descriptors</b> <b>Allowed Level 4</b> <b>19-20 marks</b></p> <ul style="list-style-type: none"> <li>• show a full, detailed and subtle <b>understanding and interpretation</b> of the texts;</li> <li>• select references which are concise and focused;</li> <li>• provide a detailed, critical <b>evaluation</b> of the writers' use of <b>language and its effects</b>.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• both women are symbolic and both are doomed to lose their battles because their opponents are so vast and impossible to defeat. The mother cannot win against the system which has imprisoned her son, and the woman cannot succeed in sewing up the holes in the world because there are too many.</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 A magazine wants contributions to a series called

‘It happened to me!’

Write an article for the magazine about an important even in your life in which you analyse the effect it had upon you.

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><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. 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 and tone 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</b> <b>0-6 marks</b></p> <p><b>Candidates will show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show that the topic is understood, i.e. that some event/ happening had an effect;</li> <li>• offer some account of the event with some comment on its effect;</li> <li>• express a straight-forward account with some clarity using some appropriately chosen words and phrases;</li> <li>• offer a strong personal view as to what effect the event had;</li> <li>• attempt to extend analytical comments on the topic;</li> <li>• conclude the article in a clear and rounded way.</li> </ul>
<p><b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"> <li>• communicate ideas with clarity and 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 in writing a article e.g. by relying on the anecdotal evidence;</li> <li>• write a 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>	

<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 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 an 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 3a and 3b</b> <b>7-12 marks</b></p> <p><b>Candidates will 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 analysis of the effect(s);</li><li>• analyse and examine this topic from personal resources;</li><li>• offer convincing analysis of the effects e.g. fear; insecurity; lack of trust; boost in self-confidence; exhilaration;</li><li>• make personal comments based on judgement and experience as to what the effects are/were;</li><li>• make some general comments which show that the issues beyond the personal have been appreciated e.g. how far-reaching effects have been; how life-altering /life-enhancing the experience has been;</li><li>• develop the comments to reach clear and interesting conclusions e.g. a consideration of whether it has been a positive or damaging experience;</li><li>• conclude the article cogently, so that a considered final opinion is clear.</li></ul>
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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 actions;
- 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;
- write an article, 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><b>AO3 (i)/(ii)</b> <b>Communication Allowed Level 4</b> <b>13 marks</b></p> <ul 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 article 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><b>Organisation of Ideas Allowed Level 4</b></p> <ul 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><b>Content-Related Descriptors</b> <b>13 marks</b></p> <p><b>Candidates will show evidence of these content features:</b></p> <ul 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;</li><li>• conclude the article in a well-rounded, effective, perhaps witty way.</li></ul>
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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;
- attempt to 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)		✓