



General Certificate of Secondary Education

English 3701 *Specification B*

3701/2F Paper 2 Tier F

Mark Scheme

2006 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 2006

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 mark range 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 Read the poem ‘Human Family’ on the page opposite. Refer to the poem ‘Condition of Sale’ on page 15 of your pre-release booklet.

Write about:

- what the writer is saying in ‘Human Family’
- how the writer uses language in ‘Human Family’ to achieve her effects
- the ways in which ‘Human Family’ and ‘Condition of Sale’ are similar in what they say.

(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** mark 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.

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; • perhaps show some copying from the text without supporting comment; • show some understanding at a basic level of what each text is about at the top of the mark range; • 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"> • she says people are alike; • in ‘Condition of Sale’ it says people should treat nature well; • in ‘Condition of Sale’ it says the land is sacred.
<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 coherent 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 ‘Human Family’ the writer says she can see lots of differences between people from all over the world; • she says people may look the same but they’re different; • she says that we’re different but we’re alike as well; • at the end she uses repetition (which sums up the message of the poem/which makes an effective conclusion); • her language is simple which makes it easy to understand; • she uses stanzas with a rhyme scheme (which helps to make her message clear); • the ideas in the two poems are similar because they both say that people are different; • the two poems are similar because they are both thinking about (distinct) kinds of people in the world.

<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"> • the ‘Human Family’ poet starts off by saying that people across the world are different: in colour; mood (temperament); • she says even though people seem the same, they’re not: she can’t find a ‘common man’ and people with the same name are different; • she then says that despite these differences, across the world we have common emotions like crying, laughing, and we all live and die; • she says that despite our differences, human beings across the world have more similarities than differences: we are a ‘human family’; • the poem is like a song (celebration) and the repetition at the end emphasises this; it’s like a final chorus repeating the main message and mood of the poem; • the rhyme scheme in the regular 4-line stanzas emphasise how organised and definite she is about her message; the rhyming words add to the cheerful tone/mood; • the words are simple, (mostly mono and duo syllabic) which is appropriate to the clear, simple message; • the main ideas are similar because both writers say that people (across the world; the red and white man) are superficially different; • both poets value good qualities, such as sharing; respect for nature (<i>CS</i>), and tolerance; welcoming differences between human groups (<i>HF</i>); • the ideas of both poets are similar in that they are both respectful towards and concerned about humanity; • they both consider the bonds between people to be important.
<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 ideas in the two poems are similar because they are both about sharing: the ‘Human Family’ poet talks about sharing similarities and human qualities; the ‘Condition of Sale’ poet talks about the land and air sharing its spirit with all the life it supports.

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 Who has had the greatest influence in your life?

Write an article for a magazine in which you analyse the influence which this person has had on 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>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 an article e.g. by making simple points; • 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 for Levels 1 and 2</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 the person and his or her main influence is identified; • offer some description from experience of aspects of this influence; • express a straightforward point of view with some clarity using some appropriately chosen words and phrases; • offer a strong personal view on the effects of this person's influence; • use examples to make some analytical comments on the topic; • conclude the magazine article in a clear and rounded way appropriate to an article.
<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. relying heavily on the anecdotal; • show awareness of the purpose and intention in writing a magazine article e.g. by showing awareness of the audience; • write a formal magazine article in which the register may vary between formal and colloquial or slang and 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 some analytical markers, e.g. ‘On the other hand.’; ‘perhaps’; ‘although’. <p>Organisation of Ideas Level 2</p> <ul style="list-style-type: none"> • use 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 article 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 article, 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 Levels 3a and 3b</p> <p>Candidates will show evidence of these content features:</p> <ul style="list-style-type: none"> • show full engagement with the topic and understanding of the issues involved; • analyse and examine this topic from personal resources, including analysis of the aspects of the influence, not just a list; • offer convincing analysis of the influence, including reference to abstract issues, such as responsibility, confidence, tolerance; • make some general comments which show that the issues behind the personal have been appreciated e.g. the importance of having someone to admire and trust; • develop the comments to reach clear conclusions; • conclude the article effectively in a way that is appropriate to the magazine chosen.
<p>Communication Level 3b 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 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 a formal 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...’. <p>Organisation of Ideas Level 3b</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. 	

<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 article e.g. by providing evidence, commenting on observations; • write a formal article, 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 an awareness that influence can be for good or bad; • conclude the article 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;
- write simple and some complex sentences;
- 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)		✓