



General Certificate of Secondary Education

English 3701 *Specification B*

3701/2F Paper 2 Tier F

Mark Scheme

2006 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

November 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 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** Read the poem ‘The Soldiers Came’ on the page opposite. Refer to the poem ‘Ballad of the Totems’ on page 18 of your pre-release booklet.

Write about:

- the effects of the soldiers’ actions in ‘The Soldiers Came’
- how the writer uses language in ‘The Soldiers Came’ to make the poem memorable
- the differences between ‘The Soldiers Came’ and ‘Ballad of the Totems’.

(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"> • the soldiers destroyed the forest; • in the end the forest is going to grow again; • one is about a snake and the other is about a forest.
<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"> • the forest is destroyed by the soldiers’ bomb; • all the birds disappeared from the forest; • the children re-planted the forest so it would grow again; • the language is very simple with some words repeated like <i>gone</i>; • he uses words like <i>smiling</i> to make it end happily; • in ‘Ballad’ the snake is killed, but in ‘The Soldiers Came’, the forest is going to grow again; • ‘Ballad’ is a funny story but ‘The Soldiers Came’ is serious.

<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"> • first of all the soldiers’ bombs destroyed the forest, but the effects of their actions were not only destructive; • with the forest was destroyed the birds, so the forest was silent; • the soldiers’ actions failed to destroy the spirit of the people, and they kept the forest in their dreams and hearts; • as a consequence of the soldiers’ actions, the children plant the seedlings and make a relationship with the land which welcomes their smiling; • the language is extremely simple with only <i>banana</i> having more than two syllables; this is effective because it is easy to understand (understated) simplicity is more effective than complexity; • words are repeated rather like a song: <i>gone; forgot; dreams</i>. These are key words and emphasise the poet’s message; • the repeated sentence structure emphasises his message too: <i>the soldiers forgot</i>; the one question involves the reader; • the final simile <i>like a shower of rain</i> stands out because it is the only simile and helps the poem end on a positive, hopeful note in contrast to the soldiers’ harsh bombing at the beginning; • ‘Ballad’ is a rhythmic, vigorous, humorous, entertaining story whereas ‘The Soldiers Came’ is serious, thoughtful and gentle; • both poems are about nature, but in ‘Ballad’ the snake is a predator and killed and cooked by the mother, whereas in ‘The Soldiers Came’, nature (the forest) is prized and carefully re-planted by the children; • the language in ‘Ballad’ is more vivid, with longer words and Australian slang; whereas in ‘The Soldiers Came’, the language is very simple which suits the simplicity of the nature in the poem; • ‘Ballad’ contains individual characters in it like a real story, whereas ‘The Soldiers Came’ contains general human groups: <i>the soldiers; the people; the children</i>.
<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"> • very skilfully the poet in ‘The Soldiers Came’ uses a very limited vocabulary, largely monosyllabic and repeated words and simple sentence structure to convey a very powerful picture of the way human beings will triumph over destruction wrought by other human beings, and preserve nature.

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 is planning an article on jobs.

The Editor is asking young people to write to him with their views on the following statement:

‘Pay is the most important thing about a job.’

Write a letter to the Editor in which you analyse what you think is most important in a job.

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 topic is about jobs and money; • express a straightforward view with some clarity using some appropriately chosen words and phrases; • offer a strong personal view as to whether the statement is true; • attempt to extend analytical comments on the topic and begin to recognise that issues other than pay are involved; • conclude the letter in a clear, rounded and appropriate 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. 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 engagement with the topic, and also understanding that it concerns analysis of the various issues involved; • analyse and examine this topic from personal resources, or from newspaper articles or television programmes, perhaps citing these sources and other people to extend topic/content; • offer convincing analysis of the importance of pay, and of other issues involved e.g. job satisfaction; stress levels; • make personal comments based on judgement and experience as to what <u>is</u> most important in a job; • make some general comments which show that the issues behind the personal have been appreciated e.g. unemployment; dangers of stress; legality.....; • develop the comments to reach clear and interesting conclusions e.g. a consideration of whether pay is indeed the main concern in a job, or whether money is worth sacrificing for other qualities; • conclude the letter cogently and appropriately, so that a considered final opinion is clear.
<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; • analyse well selected effects, implications and details using emotive, effective language which develop and further the analysis; • perhaps select a happening which requires some maturity of analysis e.g. a case of unfair dismissal/racial discrimination currently in the news; • conclude the letter in a well-rounded, effective, perhaps witty way.
---	--

<p>AO3 (iii) Level 1 0-2 marks Accuracy</p> <ul style="list-style-type: none">• 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.
<p>AO3 (iii) Level 2 3-4 marks Accuracy</p> <ul style="list-style-type: none">• 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.
<p>AO3 (iii) Level 3 (3a and 3b) 5-6 marks Accuracy</p> <ul style="list-style-type: none">• 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.
<p>AO3 (iii) Allowed Level 4 7 marks Accuracy</p> <ul style="list-style-type: none">• 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)		✓