



General Certificate of Secondary Education

English 3701

Specification B Paper 2F

Mark Scheme

2007 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.

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Set and published by the Assessment and Qualifications Alliance.



**SPECIFICATION B ENGLISH 3701
Paper 2 Poetry and Writing to Analyse, Review, Comment
Foundation Tier 3701/2F
Mark Scheme
June 2007**

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. The comment should be related to the Skills-Related descriptors in the mark schemes. 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 candidate 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 level descriptors. 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 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 Chucky' on the page opposite. Refer to the poem 'To Another Housewife' on page 13 of your pre-release booklet.

Write about:

- what is happening in 'The Chucky'
- how the writer uses language in 'The Chucky' to interest the reader
- how the different ways of life described in 'The Chucky' compare with those in 'To Another Housewife'.

(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 on the left-hand side of the page and the **Content-Related** levels 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 level a candidate's work will **satisfy most (but not necessarily all) of the Skills-Related criteria for that level**. 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 level. The **Content-Related** descriptors present features and examples, to which candidates might refer in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 1 Marks 0-6</p> <p>Key words: 'limited'</p> <ul style="list-style-type: none"> • Shows limited interpretation, and understanding of the content of the Poetry texts; • may offer copying or irrelevant quotation; • shows limited ability to select or quote material in support of the answer; • shows limited awareness of how the writers use language and structure. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The grandmother is using a hand-operated flour mill; • the poet's mother has an electric grinder; • the language is good; • in 'To Another Housewife' the family is eating meat.
<p>Level 2 Marks 7-12</p> <p>Key words: 'some', 'relevant'</p> <ul style="list-style-type: none"> • Offers some relevant interpretation and understanding of the content of the Poetry texts; • may offer paraphrase, narrative account or extended quotation at times; • shows some ability to select or quote relevant material; • collates some material or make some cross- references between the two poems; • shows some understanding of how the writers use language and structure to achieve their intended effects, often through simple identification of features. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • The grandmother is making flour with a hand-operated flour mill; • when the poet has roasted maize at home, the family remembers the grandmother; • the grandmother's daughter went to England; • the language is simple and easy to understand; • the word 'aching' makes you realise how lonely the grandmother is; • in 'To Another Housewife' the family eats lots of meat but the family in 'The Chucky' is preparing a vegetable meal; • the family in 'To Another Housewife' kills animals to feed themselves and their dogs; • the family in 'The Chucky' also follows its different traditions.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 Marks 13-18</p> <p>Key words: ‘clear’, ‘appropriate’</p> <ul style="list-style-type: none"> • Offers a clear interpretation, insight and understanding of the content of the Poetry texts; • makes appropriate references to the Poetry texts; • shows clear ability to select or quote material appropriate for purpose; • collates appropriate material or makes cross-references between the two poems in support of the answer; • show clear understanding of how the writers use language and structure to achieve their intended effects. 	<ul style="list-style-type: none"> • the grandmother makes flour from a hand-operated mill and as she does so, she feels her ancestors who used to do the same thing around her; • the poet’s mother has an electric grinder but the family still has the traditional food which reminds them of the grandmother; • the smell of the roasted maize reminds them of when the grandmother’s daughter (the poet’s mother) told her that she was going to live in England with her new husband (the poet’s father); • the grandmother didn’t say anything but she was very upset; • the language is simple and straightforward which means the reader is easily engaged in the emotions in the poem; • there aren’t many adjectives so ‘aching’ stands out to emphasise the grandmother’s pain at being alone, and ‘ageing’ makes you feel sympathetic towards her because she is old; • ‘the light’ is metaphorical because the shutting door symbolised the end of the grandmother’s life [as provider] now that her daughter is going to leave; • ‘my sister knows how to change the fuse’ is very factual and shows how different the modern girl is from her grandmother; • in ‘To Another Housewife’ the mothers accept the tradition of eating and cutting up meat and killing animals for their hungry families and their dogs, even though as girls they vowed ‘to touch no meat for evermore’; • in contrast, in ‘The Chucky’ in the lives of the grandmother and the family in England, there is no mention of meat or any of its gory production; in the poem there is ‘spinach’ and ‘maize’ and the way of life seems more peaceful as a consequence; • the women in ‘To Another Housewife’ use knives and a tomahawk to cut the meat whereas the grandmother in ‘The Chucky’ uses a hand-mill, and her daughter uses an electric grinder which both seems less violent and bloody; • in ‘The Chucky’ the family has been divided (perhaps the younger generation seeking a richer life), whereas the women in ‘To Another Housewife’ have been friends since childhood and they and their families are staying in Australia; • the mothers in Australia feel a sense of guilt about eating plentiful meat whilst the radio reports war and famine; the poet’s parents may well have felt guilt at leaving the old grandmother alone and they certainly keep her in their minds.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 4 Marks 19-20</p> <p>Key words: ‘detailed’, ‘perceptive’</p> <ul style="list-style-type: none"> • Offers a full and detailed interpretation, insight and understanding of the content of the Poetry texts; • makes perceptive references to the Poetry texts; • selects or quotes pertinent material and makes perceptive supporting comments; • collates material and makes perceptive cross- references between the two poems in support of the answer; • shows detailed understanding and sensitive appreciation of how the writers use language and structure to achieve their intended effects. 	<p>Content-Related Descriptors</p> <ul style="list-style-type: none"> • the families both follow their own traditions in their lives; the grandmother uses the age-old way of grinding corn, and the family of the next generation prepare the same dishes. In the same way, the Australian mothers prepare the meat-rich meals for their families as were prepared for them, but they feel some conflict and guilt about it.

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 Write an article for a magazine in which you analyse the best and the worst things about living where you do.

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 descriptors 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 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.

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Marks 0-3 Communication Level 1</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 best and worst aspects about living where you do are described, if briefly; • offer some descriptions of the best and worst features; • express a straightforward point of view with some clarity using some appropriately chosen words and phrases. • offer a strong personal view on the best and worst features; • use examples to make some analytical comment e.g. the lack of public transport/cinemas youth clubs which contributes to the lack of entertainment available in the area; • conclude the magazine article in a clear and rounded way appropriate to an article.
<p>Communication Level 2 Marks 4-6</p> <ul style="list-style-type: none"> • 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 relying heavily on the anecdotal; • show awareness of the purpose and intention of writing a magazine article e.g. by making reference(s) to the audience; • write a formal magazine 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; • 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 paragraphs; • use a variety of structural features, e.g. short paragraphs, direct speech if appropriate. 	

Skills-Related Descriptors	Content-Related Descriptors
<p>AO3(i)/(ii) Marks 7-9 Communication Level 3a</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 appropriately 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 for 3a and 3b</p> <p>Candidates may 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 each feature mentioned; for example the lack of facilities for young people in the area and the effects of that lack on the community; • offer convincing analysis of the features including reference to abstract issues, such as sense of community; relationships with neighbours; isolation; • make some general comments which show that the issues behind the personal have been appreciated e.g. the importance of a clean environment, or of a peaceful, rural environment; • develop the comments to reach clear conclusions; • conclude the article effectively in a way that is appropriate to the kind of magazine chosen.
<p>Marks 10-12 Communication Level 3b</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 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...' <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. 	

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 264 323 297">AO3(i)/(ii)</p> <p data-bbox="188 297 300 331">Mark 13</p> <p data-bbox="188 331 643 365">Communication Allowed Level 4</p> <ul data-bbox="188 405 861 1019" 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 an 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 data-bbox="188 1055 722 1088">Organisation of Ideas Allowed Level 4</p> <ul data-bbox="188 1128 861 1330" 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 data-bbox="890 264 1345 331">Content-Related Descriptors for Level 4</p> <p data-bbox="890 367 1377 434">Candidates may show evidence of these content features:</p> <ul data-bbox="890 474 1393 990" 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 analytical and effective language which furthers the analysis; • comment on the implications in relation to the topic, such as a sense of belonging; or alienation; • conclude the article in an effective, perhaps witty way.

AO3(iii)**Level 1****Marks 0-2****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****Marks 3-4****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 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 effectively.

AO3(iii)**Level 3 (3a and 3b)****Marks 5-6****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****Marks 7****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)		✓