



General Certificate of Secondary Education

English 3701

Specification B Paper 2F

Mark Scheme

2008 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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SPECIFICATION B ENGLISH 3701
Paper 2 Poetry and Writing to Analyse, Review, Comment
Foundation Tier 3701/2F
Mark Scheme
June 2008

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

You will be assessed on the quality of your Reading. You are reminded to comment on the cultural aspects of the poems.

- 1** Read the poem 'The Village' on the page opposite. Refer to the poem 'The Washerwomen' on page 15 of your pre-release booklet.

Write about:

- what daily life in the village is like in the poem 'The Village'
- how the writer uses language in 'The Village' to make the poem memorable
- how the lives of the women in 'The Village' compare with the lives of the washerwomen in 'The Washerwomen'.

(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 women work hard in the fields; • they have donkeys; • the washerwomen wash their clothes in the river; • the language is good.
<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 old women weed the maize; • the young women work / toil all day in the fields and look after the animals; • the work is hard and the young women work with their babies strapped to them; • the language is straightforward and the lines don't rhyme; • the word <i>toil</i> is repeated to show how hard the work is; • the women in both poems work very hard at their tasks which never seem to end; • the washerwomen are washing clothes; the women in the village work in the fields.

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"> • Daily life is <i>unending work</i> and toil for the women who work from dawn to dusk in the fields, looking after the animals and their children; • the young women’s work is especially tough because their babies are strapped to their fronts and they carry loads on their backs; • life is hard, the people are <i>scraggy</i>, there is no rest; • the men leave the village each day [perhaps to labour in a town or city] leaving the women to toil; • the language is simple and straightforward and the lines flow on (enjambment) just like the work goes on and on; • the similes compare the working women to a spring, bows and chickens – all showing how the work reduces them to things or creatures; • words show how tiring and endless the work is: <i>unending; trudge; timeless duties; plod; toil (twice)</i>; • daily life is poor and hard and the women are bent and thin with toil: <i>scraggy; bent; like bows; bony goats; crying children</i>; • the lines don’t rhyme but some have similar sounds e.g. <i>hoes</i> and <i>maize</i>; • words and phrases are linked by alliteration e.g. <i>seems to sit still; stirring up to the soil</i> [which makes them stand out]; • the women in both poems work hard all day, in ‘The Washerwomen’ washing the clothes; in ‘The Village’ working in the fields: <i>daylong swishing</i> ‘The Washerwomen’ <i>unending work; from cockcrow to setting of the sun</i> ‘The Village’; • both poems show that the women have been working this way for ever and will continue to do so: <i>unchanging</i> (‘The Washerwomen’) <i>Like a never dying spring; timeless duties</i> (‘The Village’); • in both poems the women work alone: in ‘The Village’ the men ride away each day, and in ‘The Washerwomen’ the women do women’s work apart from the men; in both poems the women do traditional women’s work: washing, working in the fields and looking after the children.

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 language shows how there is no hope or joy in the daily lives of the village women: the work is <i>endless</i>; they <i>toil</i>, <i>trudge</i> and <i>plod</i>. The similes emphasise this as the work is endless as a perpetual spring, their thin figures are bent over <i>like bows</i> and they have lost their humanity and individuality as they labour in the soil <i>Like chickens looking for worms</i>.

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

You will be assessed on the quality of your Writing.

- 2** Many communities and families have their own customs and traditions, such as their own ways of celebrating birthdays or holidays.

Write an article for a magazine in which you review a custom or tradition, and analyse the effect you think it has on the people involved.

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 in a simple way, i.e. that a family custom or tradition is described, if briefly; • express a straightforward account with some clarity using some appropriately chosen words and phrases; • perhaps over-rely on narrative / personal account; • from the middle of the mark range, use examples to make some analytical comment e.g. our annual family gathering on Grandfather's birthday keeps the family united; • show some awareness that this is an article by e.g. giving it an appropriate title; • conclude the magazine article in a clear and rounded way.
<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 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; • offer a full review / account of the family custom, extending reader interest by including perhaps how the custom arose e.g. Dad has taken me to see The Hammers play on my birthday since I was seven; • offer convincing analysis of the effects of the custom on the family e.g. bonding with a parent; forging close links with cousins; keeping the generations together; keeping the memory of a family member; • make some general comments which show that the issues behind the personal have been appreciated e.g. the importance of such customs in strengthening family / religious / national / community ties; the importance in passing on such customs to the next generation;
<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; • clearly state and sustain the purpose and intention of writing the article; • 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. 	<ul style="list-style-type: none"> • develop the comments to reach clear conclusions; • conclude the article effectively in a way that is appropriate to the kind of magazine chosen.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 264 323 297">AO3(i)/(ii)</p> <p data-bbox="188 300 300 333">Mark 13</p> <p data-bbox="188 336 643 369">Communication Allowed Level 4</p> <ul data-bbox="188 405 858 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 1124 866 1323" 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 1342 331">Content-Related Descriptors for Level 4</p> <p data-bbox="890 367 1374 434">Candidates may show evidence of these content features:</p> <ul data-bbox="890 470 1401 846" 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, 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)		✓