



# General Certificate of Secondary Education

## English 3701

### *Specification B* Paper 2F

# Mark Scheme

*2009 examination – June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

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 2009**

**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 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 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 the 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.

- 01** Read the poem 'Windrush Child' on the page opposite. Refer to the poem 'Island Man' on page 18 of your pre-release booklet.

Write about:

- what the poet in 'Windrush Child' tells you about what is happening in the child's life and thoughts
- how the writer uses language in 'Windrush Child' to make the poem memorable
- how the thoughts and experience of the child's parents in 'Windrush Child' compare with those of the man in 'Island Man' on page 18 of your pre-release booklet.

*(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 range 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><b>Level 1</b> <b>Marks 0-6</b></p> <p><b>Key word: 'limited'</b></p> <ul style="list-style-type: none"> <li>• Shows limited interpretation, and understanding of the content of the Poetry texts;</li> <li>• may offer copying or irrelevant quotation;</li> <li>• shows limited ability to select or quote material in support of the answer;</li> <li>• shows limited awareness of how the writers use language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• The child is on a ship going to England;</li> <li>• The child is leaving the Caribbean;</li> <li>• The language is simple;</li> <li>• Island Man used to live on an island.</li> </ul>
<p><b>Level 2</b> <b>Marks 7-12</b></p> <p><b>Key words: 'some', 'relevant'</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation, and understanding of the content of the Poetry texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or make some cross-references between the two poems;</li> <li>• shows some understanding of how the writers use language and structure to achieve their intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• The child is leaving his own country / the Caribbean with his parents to live in England;</li> <li>• He's on a big ship and doesn't know what his new life will be like;</li> <li>• He thinks about saying goodbye to his grandmother [and what she said to him];</li> <li>• The lines are very short without full stops so everything follows on [like the journey];</li> <li>• 'Windrush child' is repeated [which makes it seem like a song] / [emphasises that the poem is all about the child];</li> <li>• The language is emotive showing the child's feelings as he travels to a new country;</li> <li>• The Windrush mum and dad / the child's parents remember their old home like Island Man does;</li> <li>• The child's parents came to live in England [from the Caribbean] like Island Man did.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 13-18</b></p> <p><b>Key Words: 'clear', 'appropriate'</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Poetry texts;</li> <li>• makes appropriate references to the Poetry texts;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross-references between the two poems in support of the answer;</li> <li>• show clear understanding of how the writers use language and structure to achieve their intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• The child is in big ship sailing to England from the Caribbean to start a new life;</li> <li>• At the beginning he is surrounded by sea and seabirds and he doesn't know how long the journey will be;</li> <li>• He doesn't realise how gigantic the step is which he is taking; he's part of history; he's about to realise a dream [of a new life in England];</li> <li>• He remembers the words of his grandmother as she hugged him goodbye;</li> <li>• He writes to his grandmother and tells her of his adventurous trip and how he is realising his dream [of life in a new country];</li> <li>• The lack of full stops / enjambment make the lines flow like the ship sailing onwards towards England / [there is no going back];</li> <li>• The [single] question <i>will things turn out right?</i> makes their worry stand out;</li> <li>• The metaphor <i>learning how to fly / the kite of your dreams</i> conveys the idea of their dreams and hopes for the new life;</li> <li>• <i>mango</i> is a [tropical] fruit [and the alliteration in <i>mango mornings</i> stands out showing the happy times in the life they have left behind];</li> <li>• Personification in <i>palm trees wave goodbye</i> make the scene emotional / sad / dramatic;</li> <li>• Metaphor of <i>doors closing and opening</i> shows how their lives are changing;</li> <li>• The parents think about the place they have left behind and view it nostalgically, just like Island Man has a romanticised picture of his island in an emerald sea;</li> <li>• Both Island Man and the parents have moved away from their country far away to live in England, although Island Man, unlike the parents, has lived in London for a while;</li> <li>• The parents worry about what their new life will be like and whether things will 'turn out right'. Island Man, in contrast, knows what life is like in England and seems to find it dull and dreams of his island home;</li> <li>• The parents are concerned with 'new beginnings' and are full of hope; Island Man is concerned with the everyday reality of living by the North Circular.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 4</b> <b>Marks 19-20</b></p> <p><b>Key words: 'detailed', 'perceptive'</b></p> <ul style="list-style-type: none"><li>• Offers a full and detailed interpretation, insight and understanding of the content of the Poetry texts;</li><li>• makes perceptive references to the Poetry texts;</li><li>• selects or quotes pertinent material and makes perceptive supporting comments;</li><li>• collates material and makes perceptive cross-references between the two poems in support of the answer;</li><li>• shows detailed understanding and sensitive appreciation of how the writers use language and structure to achieve their intended effects.</li></ul>	<ul style="list-style-type: none"><li>• The final metaphor is effective in conveying an optimistic mood. The child has achieved his parents' dream and the suggestion is that he will 'fly' in this new land of opportunity.</li></ul>

## 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 Argue, Persuade, Advise

You will be assessed on the quality of your Writing.

- 02** Many young people have lived in more than one place. Others live in the area where they were born.

A magazine editor is inviting readers to write in with their comments on this topic.

Write a letter to the Editor in which you analyse the advantages and disadvantages of **either** staying in the place you know **or** moving somewhere completely different.

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 two 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 indicated separately and added together.**

Remember that to be placed in a level a candidate's work **will satisfy most (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, to which candidates might refer in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing in timed examination conditions.



Skills-Related Descriptors	Content-Related Descriptors
<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 a letter e.g. by making simple points;</li> <li>• may attempt appropriate tone though register 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 for Levels 1 and 2</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 in a simple way, that is showing the advantage(s) and disadvantage(s) of either moving away or staying in the same place;</li> <li>• Show that the focus of the writing is on the advantage(s) and disadvantage(s).</li> </ul>

<p><b>Communication Level 2</b> <b>4-6 marks</b></p> <ul style="list-style-type: none"><li>• Communicate ideas with 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 relying heavily on the anecdotal;</li><li>• show awareness of the purpose and intention in writing the letter e.g. by making sensible suggestions;</li><li>• write a letter 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>	<ul style="list-style-type: none"><li>• Express a <b>straightforward</b> account with some clarity using some appropriately chosen words and phrases;</li><li>• Perhaps over-rely on narrative / anecdotal / personal evidence;</li><li>• Show evidence that the whole topic is being addressed by considering the advantages and disadvantages;</li><li>• Use examples / information to make at least one analytical comment e.g. it makes you feel you belong to the place when your grandparents live there too; if you’re always moving you don’t put down roots;</li><li>• Show awareness that this is a letter by some attempt at appropriate layout and appeal to the editor;</li><li>• Conclude the letter in a clear and rounded way.</li></ul>
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Skills-Related Descriptors	Content-Related Descriptors
<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 letter 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 a letter 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 Levels 3a and 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• Use a clear and largely accurate letter layout;</li> <li>• Show full engagement with the topic and understanding of the issues involved;</li> <li>• Offer a full assessment of the advantages and disadvantages by offering several points for each;</li> <li>• Offer examples / information / details to support the point of view <b>explicitly</b> e.g. I have moved eight times already and although I have often felt lonely, I have learned to be self-confident and our family ties are very strong;</li> <li>• Offer convincing analysis of the advantages and disadvantages by, for example, considering the effects on the extended family, friendships; job opportunities;</li> <li>• Show that the issues behind the personal have been appreciated and some analysis made, such as stability; necessity; finances; instability; life experiences; opportunities; family traditions; support networks;</li> <li>• Develop the analysis to reach clear conclusions;</li> <li>• Conclude the letter effectively in a way that is appropriate to the task e.g. I hope you will find my letter helpful.</li> </ul>

**AO3(i)/(ii)**

**Communication Level 3b**

**10-12 marks**

- 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 alternatives;
- clearly state and sustain the purpose and intention of writing a letter e.g. by stating alternative courses of action and recommendations;
- write a letter, 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.

Skills-Related Descriptors	Content-Related Descriptors
<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 letter 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 for Level 4</b></p> <p><b>Candidates may 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>• Give well selected examples and details using analytical and effective language which furthers the analysis;</li> <li>• Comment on the implications in relation to the topic, conclude the letter in an effective, perhaps witty, way.</li> </ul>

**AO3(iii) Level 1****Accuracy****0-2 marks**

- 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 some accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 2****Accuracy****3-4 marks**

- 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 appropriately.

**AO3(iii) Level 3 (3a and 3b)****Accuracy****5-6 marks**

- 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****Accuracy****7 marks**

- 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)		✓