



# **General Certificate of Secondary Education**

## **English 3701**

### *Specification B Paper 2F*

# **Mark Scheme**

*2009 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.

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**SPECIFICATION B ENGLISH 3701  
Paper 2 Poetry and Writing to Analyse, Review, Comment  
Foundation Tier 3701/2F  
MARK SCHEME  
November 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

- 1 Read the poem 'Snatched Away' on the page opposite. Refer to the poem 'Beginning in a City, 1948' on page 17 of your pre-release booklet.

Write about:

- the feelings of the writer in 'Snatched Away'
- how the writer uses language in 'Snatched Away' to make the poem memorable
- the similarities and differences between the experiences of the writers in 'Snatched Away' and 'Beginning in a City'.

*(20 marks)*

### Specific

Examiners are required to consider how far candidates:

- understand the texts, engage with them, and **interpret** them; (AO2(i))
- select appropriately from the texts and **make cross-references**; (AO2(iv))
- **understand** and **evaluate** how **language** is used for effect. (AO2(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 words: '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 writer feels lonely in a new country;</li> <li>• The language is emotive;</li> <li>• Both the writers have left their countries and come to England.</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 writer doesn't feel welcome and thinks everyone is staring at her;</li> <li>• She feels lost in a strange country [like an alien in an alien country];</li> <li>• She feels different [as though everyone else is white and she's the only Asian];</li> <li>• The word <i>alien</i> is repeated [which makes it sound like she's from another planet];</li> <li>• The language is simple and the lines are short which makes it easy to follow;</li> <li>• <i>world</i> is repeated [which makes it seem she's worlds away from home];</li> <li>• Both writers have left their homes far away and come to live in Britain;</li> <li>• They both find everything confusing / strange / bewildering;</li> <li>• The 'Snatched Away' writer is a school girl [with her family probably] and the 'Beginning in a City' writer is a grown man on his own.</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>• She feels that she has been snatched away from her country / as though she's been abducted and sent to a strange land;</li> <li>• She doesn't understand the reasons for her going but is told it's for her own good;</li> <li>• She feels very alone / lonely in England;</li> <li>• She feels that people are unwelcoming / hostile / unfriendly and that she sticks out as different / her colour marks her out;</li> <li>• She comes to an understanding that just as she thinks they are alien / different, they think the same about her; she wonders if those feelings will ever change;</li> <li>• The two questions in the poem show that she doesn't really understand what is happening to her;</li> <li>• The <i>round silver saucer</i> [which describes the plane she came on] emphasises the feeling that her move to England is to her as though she has been taken [<i>snatched away</i>] to an alien land;</li> <li>• The way the hostile glances <i>scoured</i> her is memorable because [it's a hard sound] and suggests the pain the stares caused her;</li> <li>• <i>a black-haired, brown-eyed blot</i> vividly describes how strongly she feels her non-whiteness and <i>blot</i> suggests she feels she's just a blob, [a stain on their whiteness];</li> <li>• The repetition of <i>alien</i> and the words <i>abducted</i> and <i>snatched away</i> all emphasise the girl's feelings of being sent to a different world where she feels different from everyone else;</li> <li>• The repetition of the word <i>world</i> (4 times) emphasises the feeling [of alienation] that she's in a different world / almost on another planet;</li> <li>• Both writers have left their homes on the other side of the world and come to England to live;</li> <li>• One writer is a grown man who has come <i>stirred by restlessness</i> to seek a new life; the other is a schoolgirl who has been sent for her own good, not because she wanted to;</li> <li>• The girl is uncomfortable and lonely; the man also knows no-one but he is <i>inflated with happiness</i> because he's beginning a new life, something he wants to do;</li> <li>• The man's experiences seem much more unpleasant than the girl's with the <i>smelly army blanket</i> and the doss house; she doesn't complain about physical discomfort;</li> <li>• The girl feels completely alone but the man is able to pick out another black man and call him <i>brodda</i>.</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 girl’s feelings of alienation are emphasised throughout the poem, both a sense of being abducted against her will on the flying saucer aeroplane <i>abducted from my world</i>, and in the sense of being in an alien, completely different world. The repetition of both words <i>alien</i> and <i>world</i> emphasise this theme and the <i>solitary world inside a world</i> encapsulates her feelings of isolation and aloneness.</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 Analyse, Review, Comment

- 2 Your local newspaper is inviting entries for a competition on the topic:

*The best day of my life.*

Write your competition entry on this topic.  
Make sure that you analyse **why** the day was your best.

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 the article e.g. by making simple points;</li> <li>• may attempt formal register although it 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 may 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, i.e. that the topic is about the best day of the candidate's life;</li> <li>• Show that the focus of the writing is on the best day, probably purely narrative and lacking in detail;</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 a competition entry e.g. by making sensible suggestions;</li> <li>• write a competition entry 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>	

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 competition entry 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 competition entry, 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>• Show full engagement with the topic, and also understanding that it concerns analysis of the various reasons given e.g. concepts such as pride, achievement, joy, relief, excitement...</li> <li>• Offer detail to support the 'best' part of the question e.g. by comparing the day with what had gone before; by analysing the various emotions involved;</li> <li>• Offer well chosen words and phrases to engage the reader;</li> <li>• Offer convincing analysis, not mere description, of the 'best day';</li> <li>• Make some general comments which show that the issues behind the personal have been appreciated e.g. perhaps by putting the day in the context of childhood;</li> <li>• Develop the analytical account to reach clear and interesting conclusions about why it was the 'best';</li> <li>• Conclude the competition entry effectively so that a considered final opinion and analysis are clear and the reader is fully engaged.</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 alternative actions;
- clearly state and sustain the purpose and intention of writing the competition entry e.g. by stating alternative courses of action and recommendations;
- write a competition entry, 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 emotive, effective language which develop and further the analysis;</li> <li>• Conclude the article in a well-rounded, 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)		✓