

GCSE 2004

June Series



Mark Scheme

English Specification B (3701/2H)

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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX. *Dr Michael Cresswell Director General*



SPECIFICATION B ENGLISH 3701
Paper 2 Poetry and Writing to Analyse, Review, Comment
Higher Tier 3701/2H
MARK SCHEME

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.

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 *Tobacco Pickers* opposite and remind yourself of the poem, *Grandma Mariana* on page 18 of the pre-release booklet.

Write a comparison of the two poems which includes:

- an explanation of what is being described in *Tobacco Pickers*
- reference to the effect of words, rhythm and tone in *Tobacco Pickers*
- similarities in theme and style between the two poems.

Candidates are reminded to comment on the cultural aspects of the poems.

(27 marks)

Specific

Examiners are required to consider how far candidates:

- **interpret** texts with **understanding**; (2(i))
- follow an **argument** and **distinguish opinion**; (2(ii) and 2(iii))
- **select** appropriate references to support and extend comment; (2(iv))
- **evaluate** the use of **language and layout** in the **presentation of information**. (2(ii) and 2(v))

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 27 for **Reading**. Assess answers in terms of the grid below, i.e. the **Skills-Related** grade 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 grade 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 grade 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.

Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 277 320 338">Level 1 0-9 marks</p> <ul data-bbox="188 376 783 853" style="list-style-type: none">• show some basic interpretation, insight and understanding of the content of the poetry texts;• make some limited reference to the content and detail presented in the poetry texts;• make some appropriate quotation from the texts;• attempt a comparison between the texts offered;• show some basic understanding of the themes presented in the poems;• show some limited awareness of how the writers use language, structure and other poetic devices.	<ul data-bbox="810 338 1414 1008" style="list-style-type: none">• the Tobacco Pickers are picking tobacco leaf –which is ‘bronze’ coloured, in the fields. From first light, summer and winter, they are ‘bent double’. The picked leaf is then weighed on scales;• many of the words describe how they feel in their hard job, ‘tobacco drinks our pain’, the tobacco is seen as a burden, ‘a bronze weight sits cold on our hearts’;• there is repetition in the poem, ‘leaf, leaf pick/leaf, leaf tie’;• Grandma Mariana also works hard and there are references to fields. Her life is no more satisfying than the tobacco pickers but she has no anger;• there is also repetition in the poem;• NB: Candidates need to explain the context and analyse the effect of a writer’s use of language selected from the text/s in order to gain marks; not merely quote.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 2 10-18 marks</p> <ul style="list-style-type: none"> offer a full interpretation, insight and understanding of the content of the poetry texts; make appropriate reference to the content and detail presented in the poetry texts; quote appropriately from the texts; make a comparison between the texts offered; show some understanding of the themes presented in the poems; show some awareness of how the writers use language, structure and other poetic devices. 	<ul style="list-style-type: none"> the poem is a lament for the plight of the Tobacco Pickers who work in pain from ‘night-blurred summer daybreaks’ to ‘godforsaken winter lightdeaths’ carrying the weight of the tobacco, the ‘bane’ of their lives; in the end the tobacco they have picked is weighed and they are paid, but ‘no scales’ can weigh their ‘rage and hope and hate’, ‘Nothing can balance it’; the words are bitter and angry – ‘our tobacco bane/our salt sweat’, ‘godforsaken’ and ‘lightdeath’ are doom-laden and despondent words; the tobacco leaf, punningly, represents the ‘hard pages of an unlucky life’; the colour ‘bronze’ is reiterated throughout the poem which has natural speech rhythms but no formal structure. The repetition of ‘leaf’ in the third stanza is rhythmic, imitating the actions of the pickers; the themes of the poem are work, drudgery, burden, despair, hatred; Grandma Mariana also shares the theme of work, washing, ‘for the whites’ She made a journey away from her own fields to work elsewhere but now will not return, ‘I came from afar,/years and years spent in this yard’. There is no more of an optimistic tone for her and her ‘inglorious story’ or her ‘vegetate’ state than for the tobacco pickers. The sense of hopelessness and inevitability are also common to each poem. She shows resignation, however, rather than rage; there is rhythmic repetition in this poem and the tone is similarly dour and empty but with a resigned contentment in her gourd pipe; NB: Candidates need to explain the context and analyse the effect of a writer’s use of language selected from the text/s in order to gain marks; not merely quote.

Skills-Related Descriptors	Content-Related Descriptors
<p>Level 3 19-27 marks</p> <ul style="list-style-type: none"> • offer a full and detailed interpretation, insight and understanding of the content of the poetry texts; • make appropriate and comprehensive reference to the content and detail presented in the poetry texts; • quote fully and appropriately from the texts; • make a comparison between the texts offered; • show a full understanding of the writers' themes presented in the poems; • evaluate and analyse how the writers use language, structure and other poetic devices. 	<ul style="list-style-type: none"> • the bronze weight of the tobacco burden, the 'stones', weighed for money, cannot weigh the grief and suffering of the tobacco pickers. The 'bronze' weight 'sits cold on our hearts' weighing them down with hopelessness and pain; • the tobacco pickers are like automatons with 'milk-blind eyes' which see nothing and are empty of hope. The 'rage' in the eyes is the only counter-balance to the pain, 'no scales will do it'. The image of everything being 'bronze' coloured at the end shows the saturation of their lives with the tobacco leaf; • the recurrent words, 'bronze', 'weigh', 'heart', 'balance', relate directly to the theme of oppression in the poem. Other phrases evoking the themes of despair, hatred, drudgery and disaffection include, 'godforsaken winter nightdeaths', 'tobacco drinks our pain', 'this bane/pushes on and on into the heart', 'rage the great storms of bronze sadness'; • the analogy of the leaves of their lives-the tobacco leaf- reflecting the 'unlucky' leaves of the book of their lives is a clever image; • the poem has almost symmetrical stanzas with a long middle verse, rhythmic and repetitive in the use of the word 'leaf'. The tone is dour, sad, monotonous, wasting, grievous, enraged but also impotent; • Grandma Mariana also shares the theme of unsatisfying work, dissatisfaction, drudgery, wasted time. The tone of the poem is more resigned and satisfied than the tobacco pickers. Ironically it is her tobacco pipe which lightens her lot throughout the poem. But for her the telling words are, 'sinister day', 'hard labour', 'a wall of silence', 'years drained away', 'inglorious', 'vegetate', 'all by yourself'; • both poems follow natural speech patterns as well as rhythmic repetition which is more pronounced in Grandma Mariana with its refrain, 'smoking her gourd pipe'; • NB: Candidates need to explain the context and analyse the effect of a writer's use of language selected from the text/s in order to gain marks; not merely quote.

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 conference on stress amongst young people is to be held at which you are to make the opening speech.

Write out in full the speech you intend to make in which you analyse the view that young people are subjected to too much stress.

(27 marks)

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 18. The other is for AO3(iii), out of 9. The total available marks for Section B questions is therefore 27.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** mark ranges 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 mark ranges which follow. Place the two marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. Add the two together and place the total in a circle underneath. Transfer the circled mark to the grid on the front of the answer booklet.

Remember that to be placed in a mark range a candidate's work **will satisfy some (but not necessarily all) of the 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 mark range. 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 in timed examination conditions.

<p>AO3(i)/(ii) Communication Level 1a 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 the speech e.g. by making simple points; • register may vary between formal and colloquial or slang, sustaining neither; • use of devices such as the rhetorical question, lists may not be appropriate or effective; • limited vocabulary evident with arbitrary or little use of analytical markers. <p>Organisation of Ideas Level 1a</p> <ul style="list-style-type: none"> • show evidence of erratic paragraph structure; • show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate. <p>Communication Level 1b 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. make reference to the issue and some possible implications; • show awareness of the purpose and intention of writing the speech e.g. by stating the writer's comments based on observations; • write a speech in which the register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. wholly defensive rather than balanced; • use devices such as the rhetorical question, lists, exaggeration but not always appropriately • use limited vocabulary but including analytical markers, e.g. 'On the one hand....on the other', 'In most cases', 'It might be an idea to....' <p>Organisation of Ideas Level 1b</p> <ul style="list-style-type: none"> • use of paragraphs which may enhance meaning; use a variety of structural features, e.g. short paragraphs, dialogue if appropriate. 	<p>Content-Related Descriptors for 1a and 1b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show that the topic is understood, that work demands and pressure to achieve are great - whether at work or at school; • offer some analytical evidence to support the view that stress is a factor of life from personal or anecdotal sources; • conclude the speech in an appropriate way.
--	--

<p>AO3(i)(ii) Communication Level 2a 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. make reference to the issue, comment on alternative implications; • state the purpose and intention of writing the speech possibly sustained by reiteration, e.g. by stating the writer's comments based on observations; • write a formal speech, the tone of which is balanced but may lack subtlety, employ e.g. enquiry, examination; • use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much; • use some words effectively including analytical markers e.g. 'Alternatively', 'However', 'On the other hand'. <p>Organisation of Ideas Level 2a</p> <ul style="list-style-type: none"> • use paragraphs in a whole text; • use a variety of structural features e.g. different paragraph lengths, dialogue; • present developed ideas which hold together. 	<p>Content-Related Descriptors for 2a and 2b</p> <p>Candidates may show evidence of these content features:</p> <ul style="list-style-type: none"> • show engagement with the topic - that stress is a fact of life in the work place and at school and that this is a cause for concern; • offer some detailed examples to support the proposition, from personal experience, experience of friends or family; • widen the analysis to include experts in the field and analyse the more general concomitants to stress, e.g. illness, social problems; • analyse the case, perhaps, of those who deal with or overcome stress and evaluate how this is achieved, e.g. by adopting a relaxed attitude, eating and sleeping properly; • conclude the speech in a rounded and effective way.
<p>Communication Level 2b 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 with some comment and reasoned ideas, e.g. make reference to the issue, comment, perhaps, on alternative solutions and implications; • clearly state the purpose and intention of writing the speech possibly sustained by reiteration, e.g. by stating the writer's comments and recommendations, based on observations; • write a formal speech, the tone of which is appropriately serious and which may show subtlety, employ e.g. enquiry, examination, balance; • use devices such as the rhetorical question, lists, hyperbole as appropriate; • use words effectively including analytic markers, e.g. 'On the other hand', 'It may be that', 'One idea is...' <p>Organisation of Ideas Level 2b</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 Level 3a 13-15 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, refer to surveys; • make clear and sustain the purpose and intention of writing the speech e.g. by providing evidence, commenting on observations, perhaps making recommendations; • write a formal speech, the tone of which is appropriately balanced but shows some subtlety edging towards recommendation and solutions, employ, e.g. evidence, objectivity, interpretation; • 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. 'Nevertheless', 'One way forward...', 'In view of this fact...' <p>Organisation of Ideas Level 3a</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, dialogue, as appropriate. <p>Communication Level 3b 16-18 marks</p> <ul style="list-style-type: none"> • write in a way which shows clarity of thought and communicates in a convincing and compelling way; • engage the reader with detailed, developed and objective analysis, a range and variety of considered comments, abstract concepts, vivid detail, e.g. employ facts and figures, make a moral appeal, give covert indications of preference; • make and sustain clearly the purpose, intention and objective of writing the speech, e.g. by presenting seductive evidence, making well-considered and supported comments, perhaps presenting some careful solutions; • write a formal speech, the tone of which is appropriately balanced but also gently manipulative and subtle, employ e.g. scrutiny, evaluation, judgement, sophistication; • use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way. 	<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 a full appreciation of the gist of the topic and its specifics, that over work and stress are major factors in the lives of people from a young age onwards; • show understanding, perhaps, of the associated problem of people's inability to compensate for stress by proper and appropriate recreation and relaxation; • offer an analysis of examples of stress from a young person's point of view e.g. pressure of exams and tests. Widen this to peer pressure, social pressures and pressure to conform. Indicate that time off from work because of stress costs the country a fortune; • widen the analysis to include perhaps considerations that some people handle stress better than others. Evaluate their ability to organise, prioritise and adapt their life styles in order to obviate stress. Suggest that we owe it to ourselves and others to open up this issue to a wide debate; • conclude the speech in a subtle and poignant way with reference, perhaps to the audience.
--	--

- show control of an extensive, appropriate vocabulary including analytical markers, e.g. ‘The evidence suggests...’, ‘From another perspective...’, ‘On further inspection’, ‘A commendable idea...’ one solution would be..’.

Organisation of Ideas Level 3b

- write a whole text in continuous prose;
- employ paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs;
- use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate;
- present complex ideas in a coherent way.

NB: For the mark of 18, candidates show consummate ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.

AO3(iii)**0-3 marks****Accuracy Level 1**

- write with some control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is sometimes accurate;
- write simple and some complex sentences;
- show accuracy in the spelling of words in common use;
- use standard English appropriately

AO3(iii)**4-6 marks****Accuracy Level 2**

- write with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate;
- employ a variety of sentence forms;
- show accuracy in the spelling of words in common use in an increasingly ambitious vocabulary;
- use standard English appropriately.

AO3(iii)**7-9 marks****Accuracy Level 3**

- use complex grammatical structures and punctuation with success;
- organise writing using sentence demarcation;
- employ a variety of sentence forms to good effect;
- show accuracy in the spelling of words from an ambitious vocabulary;
- use standard English appropriately.

SPECIFICATION B ENGLISH (3701)**PAPER 2 HIGHER 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)		✓