



# General Certificate in Secondary Education

## English 3701 *Specification B*

*3701/2H Paper 2 Tier H*

# Mark Scheme

*2005 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.



**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, derived from the mark scheme, 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 level 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.

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## 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 *The Women Carry River Water* opposite. Then remind yourself of the poem *On The Highway* on page 12 of the pre-release booklet. Both poems were written by the Vietnamese writer Nguyen Quang Thieu.

Write a comparison of the poems which includes:

- an explanation of what is being described in *The Women Carry River Water*
- reference to the effect of words in *The Women Carry River Water*
- comment on the similarities in theme and style between the poems. (27 marks)

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** descriptors on the left-hand side of the page and the **Content-Related** descriptors 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 criteria in 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. The Content-Related descriptors present features and examples, some of which candidates might use to in support of their answers. Any valid responses should be rewarded.

<p><b>Skills-Related Descriptors</b>  <b>Level 1</b>  <b>0-9 marks</b></p> <ul style="list-style-type: none"> <li>• show some basic interpretation and understanding of the content of the poetry texts;</li> <li>• make some limited reference to the content and detail presented in the poetry texts;</li> <li>• make some appropriate quotation from the texts;</li> <li>• attempt a comparison between the texts offered;</li> <li>• show some basic understanding of the themes presented in the poems;</li> <li>• show some limited awareness of how the writers use language, structure and other poetic devices.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• The poem is about women who collect water from the river and carry it on shoulder poles. The men are also described, they ‘bring fishing poles’ to fish.</li> <li>• The women are described with ‘bony toes, with long black nails’. Their men are ‘angry and sad because they don’t catch any fish’.</li> <li>• Both poems are about women working – both are carrying things. Both are connected with water-the river or the sea.</li> </ul>
<p><b>Skills-Related Descriptors</b>  <b>Level 2</b>  <b>10-18 marks</b></p> <ul style="list-style-type: none"> <li>• offer a full interpretation, insight and understanding of the content of the poetry texts;</li> <li>• make appropriate reference to the content and detail presented in the poetry texts;</li> <li>• quote appropriately from the texts;</li> <li>• make a comparison between the texts offered;</li> <li>• show some understanding of the themes presented in the poems;</li> <li>• show some awareness of how the writers use language, structure and other poetic devices.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <ul style="list-style-type: none"> <li>• The poet describes the women and men in the poem working at the river. The women are collecting water as they have done for many years. They seem thin, wiry but strong. The men are also there, not with ‘shoulder poles’ but with ‘fishing poles’. The men are unsuccessful, the fish ‘have seen the hook in the dazed bait’ and have turned away.</li> <li>• The women are well described, ‘Their toes are bony, with long black nails’, ‘spread like chicken feet’ is a good image-suggesting strength but also poverty. ‘Dreams of the sea’ might mean that the men feel trapped, unable to experience the freedom of sea fishing. Imagery needs to be explained.</li> <li>• Both poems are about simple work but work for survival. Both poems feature women. On the Highway is more complex. The women are also carrying something from the water- this time the sea, ‘carrying bamboo shrimp pots’. The reference to soldiers and imagery suggest the Vietnam War. The women expect nothing, their hard life and culture continues in both poems.</li> </ul> <p><i>Candidates must explain the effect of words and phrases to be awarded marks – not just quote them.</i></p>

<p><b>Skills-Related Descriptors</b>  <b>Level 3</b>  <b>19-27 marks</b></p> <ul style="list-style-type: none"> <li>• offer a full and detailed interpretation, insight and understanding of the content of the poetry texts;</li> <li>• make appropriate and comprehensive reference to the content and detail presented in the poetry texts;</li> <li>• quote fully and appropriately from the texts;</li> <li>• make a comparison between the texts offered;</li> <li>• show a full understanding of the writers' themes presented in the poems;</li> <li>• evaluate and analyse how the writers use language, structure and other poetic devices.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>for 3a and 3b</b></p> <ul style="list-style-type: none"> <li>• The way of life of the women and men in Vietnam is described in the poem. The women have carried water for as many years as the poet has watched them – their daughters will do the same – ‘The girls put poles on their shoulders and go to the river’. The lives of the fishermen have not changed either and that will continue, the boys too will emulate their fathers, ‘The boys carry fishing poles and dreams of the sea’. The men are unsuccessful, the fish ‘have seen the bait in the dazed hook’ and have turned away. The men are angry. The situation is rural village life – ‘naked children running after’.</li> <li>• The women seem heroic – ‘Their hair knots break in torrents/Down the backs of their soft wet shirts – and also sensuous. They seem strong, stronger than the men who get angry. There are some images which add mystery to the everyday themes – ‘The magic fish turn away and cry’ – magic because they are a source of survival, perhaps they cry at the futility and inexperience of their fishing opponents. The hand which ‘..holds white clouds’ is an elusive image but clouds occurs in the PRB – ‘Like clouds floating heavy before a storm’. The white clouds are lighter in tone in a lighter poem.</li> <li>• The themes of the poems are the simplicity of rural life, the survival of communities, perhaps despite war, the dreams ‘of the sea’ which cannot be realised. Both poems are concerned with the everyday toil of the Vietnamese. On the Highway seems more bitter in tone and includes more war imagery – ‘they march’, black shadows seem to indicate death, ‘like defeated soldiers’ ‘The pot handles...like rifles’ The women remain heroic and continue to survive in both poems.</li> </ul> <p><i>Candidates must explain the effect of words and phrases to be awarded marks – not just quote them.</i></p>
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### Section B WRITING – Assessment Objectives

Candidates are required to demonstrate the ability to:

- AO3 (i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- AO3 (ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- AO3 (iii) Use a range of sentence structures effectively with accurate punctuation and spelling.

#### Section B: Writing to Analyse, Review, Comment

- 2 A writing competition is to be held on the topic: ‘Major issues for the coming decade’.

Write an essay in which you analyse and comment on the view that, despite some progress, women are still not treated equally to men. *(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** levels and the **Content-Related** descriptors next to them.

For AO3(iii), use the separate set of levels which follow. Write 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 and ringed.**

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 in timed examination conditions.

<p><b>AO3(i)/(ii)</b>  <b>Communication Level 1a</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 essay e.g. by making simple points;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• use of devices such as the rhetorical question, lists may not be appropriate or effective;</li> <li>• limited vocabulary evident with arbitrary or little use of analytical markers.</li> </ul> <p><b>Organisation of Ideas Level 1a</b></p> <ul style="list-style-type: none"> <li>• show evidence of erratic paragraph structure;</li> <li>• show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors for 1a and 1b</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, that women feel that they are not equal to men in some ways.</li> <li>• Develop the idea of inequality with reference to, e.g. women often get paid less than men for the same work.</li> <li>• Balance ideas by suggesting that women have more say, and better conditions than they used to.</li> <li>• Offer limited evidence to support the ideas expressed from personal or anecdotal sources.</li> <li>• Conclude the essay.</li> </ul>
<p><b>Communication Level 1b</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. make reference to the issue;</li> <li>• show awareness of the purpose and intention of writing the essay e.g. by stating the writer’s comments based on observations;</li> <li>• write an essay in which the register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. wholly defensive rather than balanced;</li> <li>• use devices such as the rhetorical question, lists, exaggeration but not always appropriately</li> <li>• 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....’.</li> </ul> <p><b>Organisation of Ideas Level 1b</b></p> <ul style="list-style-type: none"> <li>• use of paragraphs which may enhance meaning; use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	

<p><b>AO3(i)(ii)</b> <b>Communication Level 2a</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>• show awareness of audience;</li><li>• engage the reader by presenting an analysis with some comment and reasoned ideas, e.g. make reference to the issue, comment on alternative solutions;</li><li>• state the purpose and intention of writing the essay possibly sustained by reiteration, e.g. by stating the writer’s comments and recommendations, based on observations;</li><li>• write a formal essay, the tone of which is balanced but may lack subtlety, employ e.g. enquiry, examination;</li><li>• use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or use over much;</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 2a</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, dialogue;</li><li>• present developed ideas which hold together.</li></ul>	<p><b>Content-Related Descriptors for 2a and 2b</b></p> <p><b>Candidates will show evidence of these content features:</b></p> <ul style="list-style-type: none"><li>• Show engagement with the topic by recognising that despite much progress in the home, the workplace, in careers and in top jobs, many women are still in a less advantageous position than most men.</li><li>• Offer some detailed examples to support the proposition, from personal experience, experience of friends or family. Develop the ideas to include examples from other countries. Alternatively, point to examples where the hardship of women’s lives have been made easier.</li><li>• Make a brief comment on what should be our goals for the ‘coming decades’.</li><li>• Conclude the essay in a rounded way.</li></ul>
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**Communication Level 2b**  
**10-12 marks**

- write in a way which shows clarity of thought and communicates with success;
- show awareness of audience;
- engage the reader with more detailed analysis with some comment and reasoned ideas, e.g. make reference to the issue, comment on alternative solutions;
- clearly state the purpose and intention of writing the essay possibly sustained by reiteration, e.g. by stating the writer's comments and recommendations, based on observations;
- write a formal essay, 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...'

**Organisation of Ideas Level 2b**

- 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><b>AO3 (i)/(ii)</b> <b>Communication Level 3a</b> <b>13-15 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>• show awareness of audience;</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, refer to surveys;</li><li>• make clear and sustain the purpose and intention of writing the essay e.g. by providing evidence, commenting on observations, making recommendations;</li><li>• write a formal essay, the tone of which is appropriately balanced but shows some subtlety edging towards recommendation and solutions, employ, e.g. evidence, objectivity, interpretation;</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. 'Nevertheless', 'One way forward...', 'In view of this fact...'</li></ul> <p><b>Organisation of Ideas Level 3a</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, dialogue, as appropriate.</li></ul>	<p><b>Content-Related Descriptors</b> <b>For 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 a full appreciation of the gist of the topic that women remain disadvantaged in many aspects of life in comparison with men. Show an understanding that this is an accepted fact amongst liberal, thinking people and that although strides have been made, more should be done. Alternatively, suggest that great strides have been made, and a woman's lot is no harder than a man's. Perhaps develop the ironic view that men indeed are the suppressed and disadvantaged species.</li><li>• Offer, perhaps, an historical perspective to illustrate the inbred and entrenched attitude – that women waited a long time for the vote, equal pay in any profession, are under-represented in the great professions, at the top of business and politics and had to fight very hard to enter, e.g. the priesthood. Point out, however that these things have been achieved.</li><li>• Develop the wider notion that prejudice is endemic even in western liberal democracies, and is positively medieval in some cultures. Point out that some religions mitigate against women as a matter of principle-and describe what this meant, e.g. in Afghanistan for many years. Note, perhaps that some women share this prejudice and have religious reasons for so doing.</li><li>• Analyse the wider view as to why this situation is morally unacceptable.</li><li>• Conclude the speech in a poignant way with reference, perhaps to the audience.</li></ul>
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**Communication Level 3b**  
**Marks 16-18**

- write in a way which shows clarity of thought and communicates in a convincing and compelling way;
- show awareness of audience;
- 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 essay, e.g. by presenting seductive evidence, making well-considered and supported comments, presenting some careful solutions;
- write a formal essay, 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;
- 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..’.

**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.**

**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.

**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)		✓