



# General Certificate of Secondary Education

## English 3701 *Specification B*

*3701/2H Paper 2 Tier H*

# Mark Scheme

*2005 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.



**SPECIFICATION B ENGLISH 3701**  
**Paper 2 Poetry and Writing to Analyse, Review, Comment**  
**Higher Tier 3701/2H**  
**MARK SCHEME**  
**Winter 2005**

**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 opposite, *Part of Me*, by the West Indian poet William S. Arthur from Barbados and then remind yourself of the poem *My Village* by Shefalika Verma 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 *Part of Me*
- reference to the effect of words and tone in *Part of Me*
- similarities in subject, theme and style between the two poems.

(27 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 **27** for **Reading**. Assess answers in terms of the grid below, ie 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.

<p><b>Skills-Related Descriptors</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>• Arthur’s poem describes the village in which he was ‘born and bred’. The village is described as being ‘part of me’;</li> <li>• it has a serious tone, there is no rhyme. Some interesting words include, ‘jaunty little hut’, ‘hub and centre of my life’;</li> <li>• both the poems are about villages;</li> <li>• the style of each poem is serious.</li> </ul>
<p><b>Skills-Related Descriptors</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 understanding 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 village itself is described with some detail about places in the first stanza. It is then personified as being part of the poet – ‘These wooden homes ...are..my limbs’. The village is then described as the place where the poet was ‘nourished’ with wisdom and knowledge; it is described as the ‘centre of my life’. In the end the village is described as the deep ‘root’ to which he will return wherever he ‘roams’;</li> <li>• personification is employed effectively in the poem, e.g. In stanza two the poet extends the idea of the village ‘being part of me’, into the extended metaphor of the homes, huts, houses of the village actually being his limbs; further, that he has watched both sorts of ‘limbs’, ‘sprouting’. Candidates may focus on such a use of words. The tone of the poem might be variously described as serious, warm, personal, emotional, ...etc;</li> <li>• each poem is a personal reflection of the poet’s village. Each is culturally distinctive. Each personifies aspects of the village. Each poem indicates the eternal nature of the village, in the case of the Verma with the lines, ‘there on the banks of the river Koshi/Always before my eyes’. Candidates must explain references to be awarded marks.</li> </ul>

<b>Skills-Related Descriptors</b> <b>19-27 marks</b>	<b>Content-Related Descriptors</b>
<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>	<ul style="list-style-type: none"> <li>• the essential connection or unity between the poet and his village is being described by William Arthur. The literal simplicity of the first stanza moves into a unification of the man and the place in the second and third. The village as 'part of me' as 'limb' is developed as his nourishment of wisdom, knowledge, the essence of his life and that which 'coloured all the texture of my dreams'. The village is later described as remaining innocent, unchanged, unsullied by the 'language of the town' which disappoints the young men who did not move away. The 'breast' image from which the nourishment came is referred to again in the last line where the mother is described alongside the village as constituting the poet's 'deep primeval ties';</li> <li>• personification is employed to good effect in the poem. Other more extended ideas include, 'knowledge spiralled like an angry web' which hints at the poet outgrowing the village since its 'slow, slow' growth was not quick enough. The web spun by the poet's wisdom extended beyond the village to which centre he returns and in essence never leaves. The wisdom of the village is different – it 'broods' i.e. muses, meditates upon change more slowly, 'festooned' is garlanded or celebrated, 'cane' might refer to sugar cane. The tone is gentle and reflective, subjective and sentimental-fitting for a returnee. The rhythm follows normal speech patterns with some repetition which enhances the emotional innocence of the themes;</li> <li>• the imagery and the range of thoughts contained in Verma's poem are wider and more complex than in Arthur's. The essential celebration of village, roots, returning from elsewhere and the desire to re-establish connections are similar. Candidates might focus on, e.g. similarities in theme and imagery through analysing the final stanza of Verma's poem – The 'bird of Time' flies off just as for Arthur 'knowledge spiralled like an airy web', suggesting that both poets outgrew their villages and moved away either actually or mentally. What remains for one is the village itself which 'coloured' the texture of the poet's dreams; for the other 'What remains in the memory' is the 'colours changing in the sky' not of the village itself but of the 'snake, slithering among the karmi leaves' which is a metonymy for her village. Candidates must explain references, or attempt to, in order to be awarded marks.</li> </ul>

### 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 major employer has recently been quoted as saying, “Young people are not equipped to cope with the demands of the adult world”.

Write an article in which you analyse and comment on the extent to which you feel trained and equipped for the adult world. *(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. Ring the marks in the margin at the end of the answer, with the AO3(i)/(ii) total above the AO3(iii) total. **Note that two marks will be awarded which must be added together.**

Remember that to be placed in a level a candidate’s work **will satisfy some (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. For AO3(i)/(ii), the Content-Related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing 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 article e.g. by making simple points and comments;</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 young people recently from school or college, may study subjects which have little to do with the adult world outside;</li> <li>• give some examples of school life which are useful in the outside world e.g. being literate;</li> <li>• show some balance by citing things that are not learned about such as relationships in the work place;</li> <li>• attempt a brief comment on how these aspects of school life could be improved;</li> <li>• conclude in an appropriate way.</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 analysis, comments or review with some considered and reasoned ideas – though links in analysis may be tenuous, e.g. make reference to personal experience and anecdote;</li> <li>• show awareness of the purpose and intention of writing the article e.g. by stating the writer's comments based on observations and experience;</li> <li>• write an article in which the register may vary between formal and colloquial or slang, the tone may be unvaried, e.g. wholly negative 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'.</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 comment and analysis with some reflective ideas, e.g. make reference to the issue, comment on positive and negative aspects;</li><li>• state the purpose and intention of writing the article possibly sustained by reiteration, e.g. by stating the writer's experiences and feelings;</li><li>• write a formal article, the tone of which is balanced but may lack any subtlety, employ e.g. enquiry, examination;</li><li>• use devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately, or used over much;</li><li>• use some words effectively including analytical/comment markers e.g. 'Alternatively', 'However', 'On the other hand', 'Sometimes, however..'</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 length, 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 that the topic is understood, that some employers hold the view, as do some students that some of the subjects which have to be taken in school or college are of little use in the outside world and that some things are being missed;</li><li>• develop this view with examples for personal experience of some subjects and aspects of the curriculum;</li><li>• balance the negative view with some positive statements about essential skills such as numeracy and literacy;</li><li>• widen the content of the article to consider the view that education should not just be about 'training' for employment but about other things – music and sport which 'equips' a person to be better person;</li><li>• offer a well considered comment about the candidate's personal experience in relation to the quote in the question;</li><li>• conclude the article in a rounded and appropriate 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 and comment of reflective ideas, e.g. make reference to the issue, comment on positive and negative aspects;
- clearly state the purpose and intention of writing the article, e.g. by stating the writer's reaction to the topic, based on experience and incident;
- write a formal article, the tone of which is appropriately serious and which may show subtlety and recognise complexity, 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', 'A lot of people feel that...'

**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 comment and analysis, some attempt at abstract concepts, vivid detail, e.g. employ facts and figures, refer to generalised thoughts and feelings;</li> <li>• make clear and sustain the purpose and intention of writing the article e.g. by providing evidence, commenting on observations, distinguishing important experiences, referring to positive and negative aspects;</li> <li>• write a formal article, the tone of which is appropriately balanced but shows some subtlety edging towards, e.g. engendering sympathy, employ, e.g. evidence, subjectivity/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', 'It was often felt', 'Everybody must agree that..'</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 for 3a and 3b</b></p> <p><b>Candidates will show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show a complete grasp of the topic, that the view of employers, though valid is a view of education which is from one angle only. Explain that a balanced view of the curriculum in schools and colleges, in preparation for the outside world, may be a more complex matter than just that of being 'trained';</li> <li>• present an evaluation, from personal and peer experiences, of the issue of the education offered – including perhaps personal, social and citizenship education, guidance and key skills to counter the essence of the claim;</li> <li>• balance the above with recognition that some subjects do seem to be irrelevant to most people's later lives – or at least some aspects of the compulsory curriculum. Illustrate with appropriate examples. Also that actual work place experience is not central to the curriculum offered;</li> <li>• widen the analysis to point out the relevance and importance of educating the whole person, the rounded human being who is not 'trained' or just 'equipped' but 'educated', 'civilised', 'humanised', in order to live a full and worthwhile life. Evaluate these moral aspects in terms of the quotation;</li> <li>• offer some reflective comments from a personal point of view which are evaluative but balanced;</li> <li>• conclude appropriately for analytical writing.</li> </ul>
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**Communication Level 3b****16-18 marks**

- 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 a range and variety of considered comments, detailed, developed and objective analysis, abstract concepts, vivid detail, e.g. employ facts, make a moral appeal, refer to reflections, generalised thoughts and empathetic experiences;
- make clear the purpose and intention of writing the article, e.g. by stating an unequivocal view of the topic statement;
- write a formal article, the tone of which is appropriately balanced but also gently manipulative of the readers' feelings and is 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 reflection', 'Another problem...'

**Organisation of Ideas Level 3a**

- write a full, whole text in continuous prose;
- employ paragraphs which contribute to clarity of, and enhance meaning and support reader engagement;
- use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, as appropriate.

**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)**

**Accuracy Level 1**

**0-3 marks**

- 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)**

**Accuracy Level 2**

**4-6 marks**

- 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)**

**Accuracy Level 3**

**7-9 marks**

- 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)		✓