



# **General Certificate of Secondary Education**

**English 3701**

*Specification B Paper 2H*

## **Mark Scheme**

*2007 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.

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**SPECIFICATION B ENGLISH 3701  
Paper 2 Poetry and Writing to Analyse, Review, Comment  
Higher Tier 3701/2H  
MARK SCHEME 2007 Summer**

**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.

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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 Poetry from Different Cultures and Traditions

Read the poem, opposite, 'Day's End' which was written by Frank Collymore from Barbados in the West Indies. Then remind yourself of the poem, 'After the Deluge' on page 14 of the pre-release booklet.

Write an essay

- explaining what is being described in 'Day's End',
- analysing some of the language and imagery in 'Day's End',
- comparing and contrasting 'Day's End' and 'After the Deluge' in terms of setting, character and theme. (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, i.e. the **Skills-Related** levels 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 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 level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level band. The **Content-Related** descriptors present features and examples, to which candidates might 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><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 writer(s) use language, and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Day's End' describes an old woman who is walking 'slowly up the hill'; <b>Candidates at this level will copy parts of the text offering no analysis of language;</b></li> <li>• 'After the Deluge' is about a man who was rich, the other poem is about a woman who was poor.</li> </ul>
<p><b>Level 2</b> <b>Marks 7-12 marks</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>• collate some material or make some cross- references between the two poems;</li> <li>• shows some understanding of how the writer(s) use language and structure to achieve their intended effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Day's End' describes an old woman who lives in a fishing village, she is walking 'slowly up the hill', she is old and her face is 'shrivelled';</li> <li>• the poem says she was 'barefooted, Clad in a faded gown' so she was poor because she couldn't afford shoes and her clothes were worn out. The words 'shrivelled' and 'skin and bone' are good because they describe the woman;</li> <li>• 'After the Deluge' is about a man who was so rich he 'filled his swimming pool with bank notes'. The woman in 'Day's End' is poor, she is a peasant.</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, some 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>• shows clear understanding of how the writer(s) use language and structure to achieve their intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Day's End' describes a poor, old woman who is barefoot 'walking slowly up the hill' from her fishing village. She is 'shrivelled with age'. She is gazing across the sea remembering her past and now looking towards death;</li> <li>• the poverty of the old woman is described by her clothes; 'faded gown' and 'dingy cloth', this makes us feel sorry for the old lady. Her face is 'shrivelled with age' which suggests she is very old and wrinkled; you can see the bone through the skin, which is unpleasant. She is described as 'hoping for nothing' which seems as if she has given up and is looking forward only to death;</li> <li>• 'Day's End' is set in Barbados in the West Indies but 'After the Deluge' is set in Nigeria in Africa. Whereas the woman is old and very poor, the man in 'After the Deluge' once had a lot of money, he 'filled his heart-shaped swimming pool with banknotes' and 'fed a pound of caviar to his dog'. 'Day's End' is about a kind woman with dignity, whereas the man was probably not kind because he had so much money and wasted it.</li> </ul>
<p><b>Level 4</b> <b>Marks 19-27</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 writer(s) use language and structure to achieve their intended effect.</li> </ul> <p><b>For the marks of 25 - 27, candidates should display exceptional ability in the skills cited above, together with sustained sensitivity to the language of both poems.</b></p>	<ul style="list-style-type: none"> <li>• 'Day's End' describes an aged woman who is seen to live in a 'neglected end of a' fishing village. She is a peasant woman and is poor. The poet sees her 'one evening'; her face is 'shrivelled with age' and the skin is drawn tight across her face. She has dignity despite her poverty and no longer hopes nor desires anything. There is a deep tenderness in her eyes as she remembers her past lovers but now she looks only for her next lover, Death. She is described as proud, dignified and unafraid. As well as an old woman, pride, dignity and fearlessness are being described in the poem as symbolised by her;</li> <li>• some of the more interesting imagery includes: 'the dark living skin/Drawn taut upon the bone that soon/Would claim identity with clay and rock' – dark because of her West Indian race and her care-worn age but still living yet hinting at a closeness to death; drawn tight and firm as rock, the image of clay may be a biblical reference to creation; in death she will resemble the stiffness of rock which is lifeless as she will be. She is a 'symbol of this bare and rocky fringe' i.e. the place she inhabits which is also 'remote', rocky, rugged, without wealth or sophistication, yet beautiful and natural. She contemplates Death as a lover, remembering lovers of her past but also is as unafraid and as proud to meet death as she was to meet her lovers. 'Regal', 'proud' and 'unafraid' are repeated in the poem because she is the living image and essence of those things;</li> <li>• the places are different – Barbados and Nigeria. He 'knew his native land through iron gates' – he was rich and remote as a powerful businessman or corrupt politician, she was essentially part of her land and a symbol for it. She was poor but regal and in the end content; he was rich but vulgar and in the end reduced to 'scratching' a life with his 'dreamland' decaying. The themes are Dignity – which she has and he doesn't; a regal stature which she has but he only had the trappings of and has now lost; Pride which she has but which for him was falsely based and now has been reduced. She had 'memories of her womanhood' suggesting true friends and lovers; he 'For flesh and blood/Kept company with a brace of Dobermans' suggesting no true friends, perhaps just hangers-on.</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** In some countries of the world, the older a person is, the more respect is shown to him or her by others in the community, especially by the young; in other places this is not so.

Write an essay in which you analyse the extent to which you think the older generation is respected in your community and comment on how this might change in the future.

*(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), is 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** 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 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><b>AO3(i)/(ii)</b> <b>Communication Level 1a</b> <b>Marks 0-3</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 Levels 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 of respect for older people is understood;</li> <li>• have a view, supported by some evidence as to the extent to which older people do and do not gain respect;</li> <li>• develop some simple examples in support of the analysis e.g. younger people being rude to older people and not behaving properly in their company, alternatively, showing respect, concern and love for older members of one's own family such as grandparents;</li> <li>• suggest, e.g. that for the future, it would be better to be polite to older people and respect them more;</li> <li>• conclude.</li> </ul>
<p><b>Communication Level 1b</b> <b>Marks 4-6</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 and some possible implications;</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'.</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>	



Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b> <b>Communication Level 2a</b> <b>Marks 7-9</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. make reference to the issue, comment on alternative implications;</li> <li>• state the purpose and intention of writing the essay possibly sustained by reiteration, e.g. by stating the writer's comments 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 Levels 2a and 2b</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 the issue is about respect people, perhaps the young especially, have for the older generation. Recognise that this varies in different places;</li> <li>• present some analysis of the issue from experience in their community which may be anecdotal evidence of incidents both of lack of respect – e.g. rudeness, antisocial behaviour, noise or more subtly disregard for an older person's point of view – and of respect – e.g. favourite older members of the family who are listened to and whose ideas are sought;</li> <li>• for the top mark in the range, begin an attempt to widen the issue into the morality of treating people with respect;</li> <li>• make some suggestions as to how relationships between generations might be improved, e.g. by young people being polite and by older people being more tolerant;</li> <li>• conclude in a rounded way.</li> </ul>
<p><b>Communication Level 2b</b> <b>Marks 10-12</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates with success;</li> <li>• engage the reader with more detailed analysis with some comment and reasoned ideas, e.g. make reference to the issue, comment, perhaps, on alternative ideas and implications;</li> <li>• 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;</li> <li>• write a formal essay, the tone of which is appropriately serious and which may show subtlety, employ e.g. enquiry, examination, balance;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• use words effectively including analytic markers, e.g. 'On the other hand', 'It may be that', 'One idea is...'</li> </ul> <p><b>Organisation of Ideas Level 2b</b></p> <ul style="list-style-type: none"> <li>• Employ paragraphs effectively in a whole text;</li> <li>• use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate;</li> <li>• present well thought out and developed ideas in sentences.</li> </ul>	

Skills-Related Descriptors	Content-Related Descriptors
<p><b>AO3(i)/(ii)</b>  <b>Communication Level 3a</b>  <b>Marks 13-15</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, 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, perhaps 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></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 concerned not just with respect between generations in the community and wider society but that in some places, e.g. Asia and the Third World, the old are respected because of their wisdom and experience;</li> <li>• present some evidence from their own experience and community relevant to the topic, e.g. where older people have been the victims of rudeness, intolerance, ignorance and prejudice or more subtly where they have been simply underemployed, disregarded and considered out of touch and irrelevant;</li> <li>• by way of balance point out the number of older people in public positions who are important, well respected, successful, influential and powerful and who make a major contribution to community, family and society;</li> <li>• widen the issue to the moral sphere of how older people should be treated in the future and how respect and harmony can be achieved between generations. Suggest, perhaps, that culturally there is much in common between the youth of today and the youth of the 1960s – or not. Perhaps discuss the point that it is not reverence for the aged which is required but a mutual respect which will mean both older and younger generations have to shift their current views;</li> <li>• conclude in a rounded and poignant way.</li> </ul>
<p><b>Communication Level 3b</b>  <b>Marks 16-18</b></p> <ul style="list-style-type: none"> <li>• Write in a way which shows clarity of thought and communicates in a convincing and compelling way;</li> <li>• 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;</li> <li>• 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, perhaps presenting some careful solutions;</li> <li>• write a formal essay, the tone of which is appropriately balanced but also gently manipulative and subtle, employ e.g. scrutiny, evaluation, judgement, sophistication;</li> <li>• use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way;</li> <li>• 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...'</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• Write a whole text in continuous prose;</li> <li>• employ paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs;</li> <li>• use a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate;</li> <li>• present complex ideas in a coherent way.</li> </ul> <p><b>NB: For the mark of 18, candidates show exceptional ability in the skills cited above, together with particular flair, originality and control of extended linguistic devices.</b></p>	

**AO3(iii)**

**Marks 0-3**

**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)**

**Marks 4-6**

**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)**

**Marks 7-9**

**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)		✓