



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## **General Certificate of Secondary Education**

### **English 3701**

*Specification B* Paper 2H

## **Mark Scheme**

*2007 examination – November series*





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

**General**

Examiners may use their own systems of marking, but they must show through a brief comment at the end of each response and symbols in the body of the text how they have arrived at their mark. The comment should be related to the Skills-Related descriptors in the mark schemes. Each page on which there is writing must be ticked.

Skills-Related descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. Content-Related descriptors are an indication of the kinds of responses candidates might make in order to achieve the marks in the range.

**Assessment Objectives**

The candidates' work will be assessed according to the relevant assessment objectives for Reading and Writing and the level descriptors. The questions in the two written examination papers together test all assessment objectives for Reading and Writing. Individual questions focus on particular assessment objectives, and these are identified below the reprinted question.

## READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- 2(ii) distinguish between fact and opinion and evaluate how information is presented
- 2(iii) follow an argument, identifying implications and recognising inconsistencies
- 2(iv) select material appropriate to purpose, collate material from different sources, and make cross-references
- 2(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

### Section A: Reading Poetry from Different Cultures and Traditions

#### 1 Poetry from Different Cultures and Traditions

Read the poem, 'The Dry Lagoon' opposite which was written by Jack Mapanje from Malawi in East Africa. Then remind yourself of the poem, 'On the Highway' on page 12 of the pre-release booklet.

Now, write an essay:

- explaining what is being described in 'The Dry Lagoon'
- analysing some of the effective uses of language in 'The Dry Lagoon'
- comparing and contrasting 'The Dry Lagoon' and 'On the Highway' in terms of tone 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 grade band a candidate's work will **satisfy most (but not necessarily all) of the Skills-Related criteria for that band**. 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>• A dry lagoon is being described in the heat of October;</li> <li>• candidates at this level will copy parts of the text offering no language analysis;</li> <li>• in 'On the Highway' the women are carrying pots and are walking, in 'The Dry Lagoon' it is about a place which is dry.</li> </ul>
<p><b>Level 2</b> <b>Marks 7 - 12</b></p> <p><b>Key words: 'some', 'relevant'</b></p> <ul style="list-style-type: none"> <li>• Offers some relevant interpretation, and understanding of the content of the Poetry texts;</li> <li>• may offer paraphrase, narrative account or extended quotation at times;</li> <li>• shows some ability to select or quote relevant material;</li> <li>• collates some material or make some cross – references between the two poems;</li> <li>• shows some understanding of how the writer(s) use language and structure to achieve their intended effect, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• A dry lagoon is being described in a place where there is great heat and no food or water so people are suffering, the dogs are going 'berserk';</li> <li>• 'the cracking heat of October' shows how hot it is, the description of people's hands being 'skeletal' makes them seem very thin, the dog going berserk is effective because you can imagine it;</li> <li>• in 'The Dry Lagoon' the children are 'scurvy' and in 'On the Highway', the women have 'torn clothes smelling of dried mud'.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>Marks 13 - 18</b></p> <p><b>Key Words: 'clear', 'appropriate'</b></p> <ul style="list-style-type: none"> <li>• Offers a clear interpretation, insight and understanding of the content of the Poetry texts;</li> <li>• makes appropriate references to the Poetry texts;</li> <li>• shows clear ability to select or quote material appropriate for purpose;</li> <li>• collates appropriate material or makes cross – references between the two poems in support of the answer;</li> <li>• show clear understanding of how the writer(s) use language and structure to achieve their intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>• A drought is being described and the effect it has on the people who are desperate for food. It also affects the animals with the 'frail dog' going berserk. The children are 'scurvy'; the lizards have their tongues hanging out for water. It says that 'Even Milimbo lagoon is dead', so the fishermen can't go out and fish. It is very hot;</li> <li>• some effective phrases are, 'cracking heat of October', where 'cracking' shows how hot it is; 'Scurvy children' gives a horrible picture of children; 'Rocky geckos, blue tongues hanging out', the lizards have their tongues hanging out to try to find water;</li> <li>• the tone of each poem is serious and might be described as dull or bleak. The themes in common are hardship, and the poor state the people are in. A contrast would be that the women are working collecting water, but for the fishermen there is no water to fish in.</li> </ul>

**Level 4**

**Marks 19 - 27**

**Key words: 'detailed', 'perceptive'**

- Offers a full and detailed interpretation, insight and understanding of the content of the Poetry texts;
- makes perceptive references to the Poetry texts;
- selects or quotes pertinent material and makes perceptive supporting comments;
- collates material and makes perceptive cross – references between the two poems in support of the answer;
- shows detailed understanding and sensitive appreciation of how the writer(s) use language and structure to achieve their intended effect.

**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.**

- The effects of a drought and of the 'cracking' heat of October is being described. This has produced starvation conditions for the people and that has resulted in disease, such as scurvy in the children. The animals are suffering the – dog 'going berserk', the gecko going 'belly up', the fish-eagles are reduced to eating grasshoppers because there are no fish in the 'dead' lagoon. The fishermen no longer sing nor cast their nets. The final description is of the 'fat-necked custodians' – politicians or businessmen – who tell lies about the real conditions;
- 'A queue of skeletal hands...falters' is a vivid and horrific description of the starving people, 'skeletal' invokes the idea of living death. The 'wave of grey' probably means the heat haze which envelops the dogs like a mist and drives them mad. 'Tubers hushed in shoot' means that the cassava plants have not reached the succulent tuber stage because of the lack of moisture, their growth has been 'hushed' – killed off. The word 'bait' can mean 'torment', so the men who once sang bawdy songs in defiance of drought have their songs 'banned' since the drought has come and the dry air of dawn is choking them. 'Fat-necked custodians' is a visual image of men who are well fed with plenty to eat and drink and who are not suffering like those who live near Milimbo lagoon. They are the 'custodians' of the country who should be protecting it, not telling lies about the conditions;
- similarities in tone might include: both poems are serious, bleak, grave, solemn, sincere in their depiction of the themes of everyday hardship and survival in a third world country, the downtrodden nature of ordinary peasant or country people. A tone of defeatism might be noted supporting the common theme of neglect these people feel. Both poems involve the theme of poverty or deprivation and a sense of depression. Both refer to water in one form or another as essential to the lives of the people in the poems. However, some differences are: that the drought is temporary whereas the plight of the women in 'On the Highway' is permanent, that the women are resigned to their existence, whereas the fishermen are used to a different life. There is a wider theme of community in 'The Dry Lagoon' including children and animals. There is no overt political theme or point made in 'On the Highway' in contrast to the 'fat-necked custodians' of 'The Dry Lagoon'.

## 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 Recent reports have stated that obesity in children, smoking and regular drinking by 11 to 16 year olds are matters of great concern.

Write an essay in response to this statement analysing the lifestyle of young people and commenting on what, if anything, should be done about it. *(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** 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>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 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 is understood, that the problems – obesity, smoking and drinking are a matter of concern;</li> <li>• give some examples which support this understanding which are probably anecdotal, e.g. descriptions of people who are overweight and those who smoke and drink too much;</li> <li>• attempt to offer some solutions, e.g. a more healthy school canteen menu.</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 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’, ‘It might be an idea to....’.</li> </ul> <p><b>Organisation of Ideas Level 1b</b></p> <p>Use of paragraphs which may enhance meaning; use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</p>	

Skills-Related Descriptors	Content-Related Descriptors
<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>• 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 reports indicate a concern about the eating, smoking and drinking habits of young people and that something, by implication, ought to be done about it;</li> <li>• show further understanding with some evidence to support the nature of the issue, using anecdote, but also evidence from, e.g. interviews and experts;</li> <li>• offer some balance in the analysis suggesting that not all young people have the problems indicated;</li> <li>• begin to hint at least some wider, moral aspects which should be considered, e.g. setting an example to younger people;</li> <li>• offer one or two suggestions to remedy the situation, e.g. advertising better diet in schools, education on the dangers of smoking;</li> <li>• conclude in a rounded way.</li> </ul>
<p><b>Communication Level 2b</b> <b>10-12 marks</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 solutions 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>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>• 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 for Levels 3a and 3b</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show a full grasp of the topic, that obesity, smoking and drinking are widespread and increasing problems amongst young people and that the situation is getting worse;</li> <li>• develop evidence which analyses the problem employing anecdote, experts, statistics and personal experience which graphically highlights the problem – perhaps describing somebody whose life chances have been ruined because of these things;</li> <li>• offer some balance which suggests that not all young people have this problem, citing examples of moderation and healthy living amongst some and making the moral point that they should be seen as role models;</li> <li>• widen the issue to a moral dimension; note, perhaps that some celebrities do not offer good lifestyle examples, that some habits and behaviours show a lack of self respect, that we should be responsible in reducing the cost to society and the health service which have to deal with the consequences;</li> <li>• suggest some practical solutions which might involve educational, exemplary or punitive measures. Emphasise perhaps the self-interest in adopting a healthy way of life;</li> <li>• conclude in an appropriate, rounded and poignant way.</li> </ul>
<p><b>Communication Level 3b</b> <b>16-18 marks</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)****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)		✓