



# **General Certificate of Secondary Education**

## **English 3701**

### *Specification B Paper 2H*

# **Mark Scheme**

*2008 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 2008 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, 'The *Ascania* Docks in Southampton, circa 1955' opposite which was written by the Jamaican poet, Marcia Douglas. Then remind yourself of the poem, 'Wedding in the Flood', on page 17 of the pre-release booklet.

Write about the poems

- explaining what is being described in 'The *Ascania* Docks in Southampton, circa 1955'
- analysing some of the language and imagery in 'The *Ascania* Docks in Southampton, circa 1955'
- comparing the themes treated in 'The *Ascania* Docks in Southampton, circa 1955' with the themes in 'Wedding in the Flood'. (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. 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>• Some men are being described in the poem, one of them is called Uncle Morris.</li> <li>• It says 'one thousand West Indian immigrants'. <i>Candidates at this level will copy parts of the text offering no language analysis.</i></li> <li>• One poem is about a bride going to her wedding, the other is about men.</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>• The poem is about 'One thousand immigrants', mostly 'men in felt hats' who are on the boat in Southampton. In the end it says one of the men will 'take a train to Victoria station' and rent a flat.</li> <li>• The poem says it was a 'black and white photo' which makes it seem old; there were 'Short men. Tall men. Husky men. Frail men' which tells us what they were like.</li> <li>• One poem is about a girl going on a journey to start a new life; in the other poem the men are immigrants who have just arrived in Southampton.</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>• The poem is about immigrants arriving in England from the West Indies; there are all sorts of men arriving by the boat <i>Ascania</i> to Southampton. It says that later one of them will 'take a train to Victoria station' it will be cold and wet and no one will meet him and then he will rent a flat and get a job 'in an asbestos plant'.</li> <li>• The description of the men 'in felt hats' and 'flooding the decks' gives us a good image that there are a lot of them and they look similar. It says they have 'five pounds in their pocket' and they have 'cardboard suitcases with a broken latch' which makes us think they are poor. The 'cold and rain' is not pleasant compared with the warm rocks he has left behind and suggests that the man may not be happy in England.</li> <li>• Both of the poems are about people moving – the girl is moving to a new life with her husband and the men have moved across the Atlantic to start a new life in England. In the end, the girl and the wedding party are drowned in the flood so it is a tragic ending. In the other poem, the man finds it cold and wet and he is alone, so both poems have an unhappy ending.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<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>• The poem is about a photograph of a group of immigrants from the West Indies, mostly men, arriving in Southampton docks after having crossed the Atlantic to start a new life in England. The date is 1955. They have answered the call, ‘Come to the Mother Country’. There are all sorts of men on the boat. Some are singled out, e.g. ‘the fifth person from the right’. What happens to him, either in reality or typically, is described – he gets himself to Victoria station in London, it is cold and wet, he is alone and finds unpleasant and hazardous work. It is then he dreams of the warmth, the comfort and the peace of the place he has left.</li> <li>• Descriptive phrases are used in the text – ‘flooded the decks’, ‘the dream in his eyes shines....far away’ which relates to the dream of a new land and opportunity but also of missing ‘the lighted window’ back in the West Indies. The idea of one of the young men, that the Queen will come to meet him, shows that she is the symbol of England and shows his dream-like naivety; the ‘white wing of a dove’ describes her gloved hand, connecting with peace and purity, it is a welcoming image but not reality. The vivid contrast at the end between the reality of England – ‘cold’, ‘rain’, ‘asbestos’, ‘flat with a mattress’ and the man’s home that he has left – ‘children playing’, ‘warm rocks’ and ‘mothers bathing silently’ is a stark reminder of the harshness of the man’s future and the comforts of his past and the contrast in life between his old and his new country.</li> <li>• There are numerous comparable themes: looking forward, moving from one known place to a strange one, starting a new life amongst strangers, – these are experienced differently by the bride and her husband and by the various young men in the photograph. Also there is expectation, trepidation, wondering about the future, reality and hope, reality and a dream. In both poems possessions are mentioned – the dowry of the bride – a tin trunk and the cardboard suitcases of the men; in both poems there is disappointment or tragedy, but at least stark reality at the end. The themes need to be discussed, referenced and compared.</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 A major change in the people, places and circumstances of a person's life can be exciting and daunting, fulfilling and disappointing.

Write an article which analyses this view.

*(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 article 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 changing e.g. from one place to the other, or starting a new job is understood.</li> <li>• Have a view that sometimes this is a good thing and sometimes it is not.</li> <li>• Develop some simple examples in support of the analysis e.g. that moving house can or could be exciting but that you leave friends behind.</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 article 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 article possibly sustained by reiteration, e.g. by stating the writer's comments based on observations;</li> <li>• write a formal article, 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 change in a person's life, perhaps moving somewhere else to live, to a new school or forming a new relationship is or could be exciting and a chance to start afresh.</li> <li>• Present the alternative analysis that many people fear change and find it unsettling, that sometimes the change is forced upon a person and this can be difficult.</li> <li>• Present some analysis of the issue from personal experience which may be anecdotal and develop some ideas which may be speculative.</li> <li>• Attempt to widen the issue, e.g. that sometimes a new start is beneficial for relationships as well as for reasons such as promotion.</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 article possibly sustained by reiteration, e.g. by stating the writer's comments and recommendations, based on observations;</li> <li>• write a formal article, 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 article e.g. by providing evidence, commenting on observations, perhaps making recommendations;</li> <li>• write a formal article, 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 Level 3a</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 and that it is not just about moving house or even jobs but, e.g. about moving situations – moving schools means moving from one set of friends to another, even extreme situations like domestic change / divorce, moving away from family, emigrating or forming a new relationship or friendship might be explored.</li> <li>• Present some evidence from personal experience relevant to the topic but also the experiences of others, e.g. siblings moving to university or even getting married; perhaps cite examples from the reading materials or wider sources. Offer speculation from wider sources.</li> <li>• By way of balance, discuss the fact that there are two sides to the reality of changing one's life by exploring the ideas of expectation and reality, fulfilment and disappointment.</li> </ul>

**Communication Level 3b**  
**Marks 16-18**

- Write in a way which shows clarity of thought and communicates in a convincing and compelling way;
- engage the reader with detailed, developed and objective analysis, a range and variety of considered comments, abstract concepts, vivid detail, e.g. employ facts and figures, make a moral appeal, give covert indications of preference;
- make and sustain clearly the purpose, intention and objective of writing the article, e.g. by presenting seductive evidence, making well-considered and supported comments, perhaps presenting some careful solutions;
- write a formal article, 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..'

**Organisation of Ideas Level 3b**

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

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

**Content-Related Descriptors for Level 3b**

- Widen the issue by fully exploring the idea that a change in one's life can be a positive and renewing thing and that it is detrimental to stay in the same place all the time. Explore, perhaps the psychology of moving away from one's parents, speculating on the effects of this.
- Conclude in a rounded and poignant way.

**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**

<b>Assessment Objective</b>	<b>Question</b>	
	<b>1</b>	<b>2</b>
2(i)	✓	
2(ii)		
2(iii)		
2(iv)	✓	
2(v)	✓	
3(i)		✓
3(ii)		✓
3(iii)		✓