



# **General Certificate of Secondary Education**

## **English 3701**

*Specification B Paper 2H*

## **Mark Scheme**

*2008 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.

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**SPECIFICATION B ENGLISH 3701  
Paper 2 Poetry and Writing to Analyse, Review, Comment  
Higher Tier 3701/2H  
2008 November MARK SCHEME**

### **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** Read the poem 'Hymn to the Sea' opposite which was written by the West Indian poet, Frank Collymore. Then remind yourself of the poem 'Working Late' on page 13 of the pre-release booklet.

Now write an essay:

- explaining what is being described in the poem 'Hymn to the Sea' [AOs 2(i), 2(iv)]
- analysing some of the language and imagery in 'Hymn to the Sea' [AOs 2(iv), 2(v)]
- comparing the themes treated in 'Hymn to the Sea' with the themes in 'Working Late'. [AO 2(iv)]

*(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>• He describes the sea and mentions children;</li> <li>• <i>candidates at this level will copy parts of the text offering no language analysis;</i></li> <li>• 'Working Late' is about the man working late by the sea and the other poem is also about the sea.</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>• He describes always being aware of the presence of the sea. He describes the children 'waist-high' in the surf;</li> <li>• the writer says he could hear the music of the sea which describes the sound it made. He says the sea is 'lazylapping' which gives a picture of it lapping the shore;</li> <li>• the sea is in both of the poems, in one it is all around him and in the other it talks about the harbour and 'listening to the surf'.</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>• The writer describes seeing the sea 'through the foliage'; he describes the surf 'waist-high for children' and the 'singing' sound made on the shingle, the breakwater and the rock. He describes how red the roofs were which stood out;</li> <li>• 'Tasting and feeling her kisses' is effective because it pictures the sea as a real person and the writer can feel it, maybe when he was swimming. The sea is also personified when it says 'her lullaby, her singing' which is effective because we can hear the sound made by the sea like a song. It says the sea is 'Mother and destroyer' because things are born in the sea but people can also die in the sea which reminds us that it can be dangerous;</li> <li>• both poems have the theme of memory – in 'Working Late' the writer is remembering his father and in the other poem the poet is remembering things about the sea. The sea is also in both poems because in 'Working Late' it mentions the 'harbour lights', the lighthouse and the moon 'turning away.... to the open sea'. The sea was part of both of the writers' lives.</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 poet as an islander describes the sea, remembering that the sea was always there, he was 'always aware of her presence'. He repeats the idea that the sea was always there with the words, 'eternal' and 'always,' encircling the island he lived on. He describes the experience of 'viewing', 'hearing', and 'tasting' the sea. He also describes the children and gives the reader an image of them being 'waist-high' in the surf because they were small. He describes his memory of the sea at all times of the day and night – 'sunlight, starlight, moonlight, darkness' which reinforces the idea that it is inescapable and embedded in his memory. In the last stanza he describes the colours of the island – the red flowers and the red roofs and how they showed up vividly against the blue sea;</li> <li>• 'tasting and feeling her kisses on bright sunbathed days' personifies the sea and paints a picture for the reader of warm days on a beach, perhaps bathing in the sea. 'lazylapping, crisscrossed with stillness' means the sea is calm, rippling, quiet, not rough, with the wind making patterns on its surface. 'singing on shingle, on breakwater and on rock' evokes the different music the sea makes when it comes up against things, it lets the reader experience the 'lullaby' and 'singing' sounds. 'Life and desire and dreams and death' explain the power of the sea which can bring life but also kill, fulfil dreams and give people hope but also be dangerous. At the end there is a vivid use of colour when the red roofs of the island and the red of the flowers are starkly contrasted with the blue of the sea – it makes the reader imagine the tropical setting which is hot and exciting;</li> <li>• the poems have the following themes in common: The sea permeates the one poem and features in 'Working Late' – 'looking at the harbour lights', 'beyond the harbour and the lighthouse...from land to open sea', 'I can see the drifting offshore lights' – so the sea is important to the writers of each poem. There is also a direct cross-reference to 'surf'. Both of the poems are about memories and remembering – of the sea for one poem, which includes his childhood, and of the poet's father and incidents in his childhood in the other. The theme of things being 'eternal' is also common to both poems. The sea is 'eternal' and 'always' there and in 'Working Late' the moon is eternal because 'All the arguing in the world will not stay the moon' and 'nothing in nature changes'. The theme of continuity is also evident in both poems, the sea is 'Mother and destroyer' which is a generational idea and, in 'Working Late' the full circle, generational idea of the writer, as the son, doing exactly what his father used to do is presented.</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** Write an essay in which you analyse and comment on the view that it is important to remember the past – people, places and events – because it makes us what we are and may be.

*(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, the suggestion being that remembering from the past is important;</li> <li>• give some examples which support this understanding which is probably anecdotal, e.g. people and places which have importance and which are remembered;</li> <li>• conclude the essay.</li> </ul>

**Communication Level 1b**

**4 - 6 marks**

- Communicate ideas with some success;
- 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;
- show awareness of the purpose and intention of writing the essay e.g. by stating the writer's comments based on observations;
- 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;
- use devices such as the rhetorical question, lists, exaggeration but not always appropriately;
- use limited vocabulary but including analytical markers, e.g. 'On the one hand....on the other'.

**Organisation of Ideas Level 1b**

- Use of paragraphs which may enhance meaning; use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.

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 it is important to remember from the past, not only things of a personal nature but events which had a wider effect and this effects what we think and do;</li> <li>• develop the theme with examples which analyse the view from personal experience and with the use of anecdote, e.g. remembering a special person or family event;</li> <li>• perhaps offer an alternative view, with some supporting ideas and analysis, that some things are best forgotten;</li> <li>• begin to develop ideas with a wider view, perhaps historical, e.g. that those who gave their lives for freedom should always be remembered; that the past effects the future in good and bad ways;</li> <li>• make some brief comment on the idea that we should learn from what we have remembered for the way we live, both in a personal sense and in a wider, moral sense and that this could be beneficial for what we may become;</li> <li>• conclude in a rounded way.</li> </ul>

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**Communication Level 2b**

**10 - 12 marks**

- Write in a way which shows clarity of thought and communicates with success;
- 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;
- clearly state the purpose and intention of writing the essay possibly sustained by reiteration, e.g. by stating the writer's comments and recommendations, based on observations;
- write a formal essay, the tone of which is appropriately serious and which may show subtlety, employ e.g. enquiry, examination, balance;
- use devices such as the rhetorical question, lists;
- hyperbole as appropriate;
- use words effectively including analytic markers, e.g. 'On the other hand', 'It may be that', 'One idea is...'

**Organisation of Ideas Level 2b**

- Employ paragraphs effectively in a whole text;
- use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate;
- present well thought out and developed ideas in sentences.

Skills-Related Descriptors	Content-Related Descriptors
<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>• 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 remembering people, places and events from the past is a common and widespread practice – on a personal, family, national and global level and that this is important, in fact, is institutionalised in many ways;</li> <li>• develop evidence which analyses the topic employing anecdote, statistics and personal experience, e.g. individuals remember places and people important to them; families remember poignant events; countries remember their war dead and historical date; the world remembers the holocaust and 9/11 – if for different reasons: present a discursive analysis of these sorts of ideas;</li> <li>• offer some balance which suggests that there may be an issue about perpetuating memories for prejudicial reasons, or that some things should be forgotten and we should move on;</li> <li>• widen the issue to a moral dimension by developing ideas about what might or should be learned from remembering certain people and events – this may be on a personal, institutional or global level. Recognise that we act and react in a way which cannot escape our past – good or evil;</li> <li>• perhaps make some comments about what, currently, should be remembered in the future – and what or who should not. Develop the idea that what we might be, in beliefs and prejudices, may come from our past actions;</li> <li>• conclude in an appropriate, rounded and poignant way.</li> </ul>

**Communication Level 3b**

**16 - 18 marks**

- 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 essay, e.g. by presenting seductive evidence, making well-considered and supported comments, perhaps presenting some careful solutions;
- write a formal essay, the tone of which is appropriately balanced but also gently manipulative and subtle, employ e.g. scrutiny, evaluation, judgement, sophistication;
- use linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way;
- show control of an extensive, appropriate vocabulary including analytical markers, e.g. 'The evidence suggests...', 'From another perspective...', 'On further inspection', 'A commendable idea...' 'One solution would be..'

**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.

**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)		✓