



# **General Certificate of Secondary Education**

## **English 3701**

### *Specification B Paper 2H*

# **Mark Scheme**

*2009 examination - June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

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 2009 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.

## 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

- 01** Read the poem, 'This Village' opposite which was written by the Pakistani poet, Shahid Hosain. Then remind yourself of the poem, 'Beginning in a City' on page 17 of the pre-release booklet.

Now write about the poems:

- explaining what is being described in 'This Village' [AOs 2(i), 2(iv)]
- analysing some of the effective uses of language in 'This Village' [AOs 2(iv), 2(v)]
- contrasting 'This Village' and 'Beginning in a City' in terms of setting, characters and themes. [AO 2(iv)]

*(27 marks)*

#### Specific AOs

The specific Assessment Objectives are indicated in the question above.

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 village is being described and some women working.</li> <li>• <i>Candidates at this level will copy parts of the text offering no language analysis.</i></li> <li>• One poem is about a village the other one is about being in a city.</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>• The poem is about a village where the women work in the fields. There seem to be no children in the village and the houses are poor;</li> <li>• It says the village was 'mud-infested' which makes it seem dirty. The words, 'Lost in a blaze of sun' tell us that it was hot;</li> <li>• 'This Village' is set in a muddy village in Pakistan and the other poem is set in London. There are more people described in 'Beginning in a City', 'fellow-inmates in a crowded room'.</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 village is described as 'mud-infested' and there are women who work in the fields and fetch water from the well. There seem to be no children in the village – 'No children play in the lanes' and the houses are poor, they 'stoop together' with 'rotten beams'. The men go off somewhere at night;</li> <li>• 'mud-infested' is effective because it sounds dirty and unpleasant and 'infested' suggests unhealthy. 'Untroubled by a road' means that there were no roads there and 'quiet fields' makes the place seem empty. The houses 'stoop' is effective because it makes them seem old and 'shaking, rotten beams' tells us that the houses are falling down;</li> <li>• 'This Village' is set in Pakistan in a remote place; 'Beginning in a City' is set in London. There are a variety of characters in 'Beginning' ... 'A smart policeman', 'A man on duty', 'a queue of men', whereas the people in 'This Village' are not specified – 'The women work the fields', 'The men file...'. Both poems are about being alone or isolated.</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 village is described as ‘mud-infested’, hot, surrounded by fields where no ‘road’ troubles it so that it is isolated. The women work in the fields or are drawing water; the village is silent, no children play there so that it seems eerie. The village seems poor, the houses ‘stoop’ and have sackcloth and straw for a door. There are fires in the courtyards, the beams of the houses are rotten. At night, the men leave the silent village on some mysterious errand and return in the morning. Then the women begin their work again in the silent village ‘Bending and scything’. At the end of the poem – ‘one moonless and remembered night’ something sinister is hinted at – ‘the avengers come’;</li> <li>• The word ‘silent’ is repeated in the poem giving the sense of quiet but also of something sinister and ‘disquieting’. There is no sound of children’s voices, no road sounds, just the ‘warm drone of the flies’ and the ‘soft plod of buffaloes’, this suggests isolation and that something is wrong or unnatural; even the smoke is ‘timid’. Everybody seems frightened with lowered eyes. The women are ‘Anklet-burdened’ and ‘stooping’ and ‘swaying hungrily’ all of which suggests some degree of suffering and hardship. Their lives are also recurrent – ‘return to the grain’, ‘creating a rhythm and a pause’. The village seems poor and basic, also run down – ‘beetles click in the shaking, rotten beams’. Some words extend the idea of something sinister and dangerous – ‘white and silent’, ‘surrenders’, ‘treacherous’, ‘the avengers come’; these add to the effect that there is something ominous, threatening even evil about to happen;</li> <li>• The places contrast – London, the ‘centre of Empire’ with streets, frosty, cold weather, crowded rooms and named places – the ‘dim-lit streets’, ‘fantastic stone streets’ which would be recognised by readers, contrasted to the isolated, remote, quiet village ‘untroubled by a road’, hot, lost in fields and anonymous, in Pakistan. The characters also contrast – there is dialogue in ‘Beginning...’, as well as individual characters who interact with the poet – ‘war-tired people’, ‘A smart policeman’, ‘A man on duty’, ‘fellow-inmates in a crowded room’, whereas in ‘This Village’, the women are anonymous, the men silent, the noise only from the ‘drone of flies’ and the ‘plod of buffaloes’. One poem is about finding the poet’s place, beginnings, starting a new life in a strange place – a beginning which touches on being alone, disorientated, taken advantage of but is reconciled in the end and is closed and satisfied. ‘This Village’ is about isolation, remoteness, a sinister mode of life which suggests fear and danger. It is also about poverty and routine, a lack of hope. It suggests an ending, not a beginning, when ‘the avengers come’.</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

- 02** Some people could never live in a town and others would hate to live in the country. Many live in between and have the best, or worst, of both worlds.

Write an article for your local newspaper reviewing the advantages and disadvantages of where you live and comment on how it could be changed for the better.

*(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 in 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 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, writing about where they live, is understood;</li> <li>• Describe their own situation with some analysis of the pros and cons;</li> <li>• Make some basic comments about changing their situation for the better;</li> <li>• Conclude.</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 article e.g. by stating the writer's comments based on observations;
- 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;
- 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 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 candidates analyse where they live;</li> <li>• Develop the theme by reviewing their own situation with some detail and comment about the advantages and disadvantages of where they live;</li> <li>• Offer some ideas and comment about how their situation could be changed or improved, e.g. by noting some of the problem with living in a city such as pollution, or that there are few facilities in the countryside which means that using a car constantly is essential;</li> <li>• Begin to suggest a wider, moral implication, e.g. that the quality of life is what is important, not where you live;</li> <li>• Conclude the article.</li> </ul>

**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 article possibly sustained by reiteration, e.g. by stating the writer's comments and recommendations, based on observations;
- write a formal article, 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 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 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 understanding of the topic, which is to analyse where they live, perhaps in relation to peoples' preferences for town or countryside</li> <li>• Review and describe their own situation in some detail but with an analytical, as well as a descriptive approach. Explore some of the advantages of their lifestyle – e.g. the quiet, contrasting and more natural life of the countryside, or the excitement, facilities and adrenaline rush of the city;</li> <li>• Comment with some detail on how their situation might be changed for the better because, e.g. there is a degree of isolation and remoteness for a young person who lives in the country, that public transport is poor, that crashing on a friend's floor is part of life and that these things should change. Alternatively, that changes to noise, traffic and pollution in town would be welcomed;</li> <li>• Offer a wider, moral view, e.g. that community and the quality of one's life is more important than where you live, or that we should consider the health and well being of our children when we make choices;</li> <li>• Conclude in a satisfying 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 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.**

**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.

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**SPECIFICATION B ENGLISH (3701)**
**PAPER 2 HIGHER TIER**

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