



## **General Certificate of Secondary**

# **English 3701**

## *Specification B*

**Paper 2    Higher Tier**

# **Mark Scheme**

*2009 examination - November series*

*NB please note amendment in bold – r.h  
column p7*

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 November**

### **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

You will be assessed on the quality of your Reading. You are reminded to comment on the cultural aspects of the poems.

#### 1 Poetry from Different Cultures and Traditions

Read the poem, 'Exile' opposite which was written by James B Johnston who left Ireland for the United States of America in the 1970s. Then remind yourself of the poem, 'Escape Journey, 1988' on page 15 of the pre-release booklet.

Write about the poems:

- explaining what is being described in 'Exile'
- analysing how the writer has used language effectively in 'Exile'
- comparing and contrasting some of the ideas and places presented in 'Exile' with those presented in 'Escape Journey, 1988'.

*(27 marks)*

#### Specific AOs

Examiners are required to consider how 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. 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>• The poet is describing where he came from, he writes about the pub and draft beer;</li> <li>• <i>Candidates at this level will copy parts of the text, offering no language analysis;</i></li> <li>• Both the poems mention mountains.</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 effects, often through simple identification of features.</li> </ul>	<ul style="list-style-type: none"> <li>• The poem is about a man who is remembering his past and his home. He remembers the bullets and the bombs and bad things as well as good things like 'the milkman and his empties';</li> <li>• The writer describes the 'bullets and bombs' which makes it seem like a war. He also writes about 'seashore walks and Sunday outings' which is what he did;</li> <li>• One poem is about a girl escaping to a new place across a mountain and in the other poem the man has moved to another country.</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 a man in exile. He wonders how he will remember the past when he is older – the good things of the past such as the houses with their 'open-hearth warmth' and 'the pub and draft beer' but also the bullets and bombs', the 'soldiers and searches' – the terrible things which made him leave the island of Ireland that was and still is his home;</li> <li>• The 'bullets and the bombs' overshadowed the beauty of the mountains and the music of the streams' is effective because 'bullets and bombs' is alliterative making a hard, explosive sound and there is a contrast between the bad, war-like things taking over or spoiling the natural beauty of the mountains and the quiet harmonious sound of the streams. The 'charcoal-coated chimney sweep/ Brushes atop his shoulder' gives a vivid and colourful picture of how black he was and describes a scene of normality;</li> <li>• Both poems are about people moving to escape danger or war – the girl across the mountains and the man who left the island 'that was my home'. Both poems describe mountains – steep, rough mountains 'that force you to crawl' and 'the beauty of the mountains'. Both poems describe water, the 'rushing water' and 'the music of the streams'.</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 is asking rhetorically how he will remember the ‘island that was his home’ from a place of exile when he is of ‘advancing years’. He recalls the pleasant memories of family life, the beauty of the mountains and streams, everyday things such as the terraced houses, the milkman and the ‘pub and draft beer’. He picks out particular homely aspects such as the ‘charcoal-coated chimney sweep/Brushes atop his shoulder’; but also he remembers the ‘bullets and bombs’ and the ‘Bricked up houses and barbed-wire police stations’ which were the violent side of his past, the ‘deaths and division’ which made him leave; he seems in the end to want to still call the place he left ‘home’;</li> <li>• ‘The land that I left when fear shrouded the serenity of family life’ shows the juxtaposition of quiet contentment and the terror of war with ‘shrouded’ relating to death. ‘The beauty of the mountains and the music of the streams’ evokes an ideal landscape ruined by violence and the discord and disharmony of war. Overt use of alliteration emphasises meaning and gives fluency and rhythm to the poem – ‘freedom found fulfilment’ and later, ‘Soldiers and searches, road ramps and rioting’ and focuses attention on the words and the pictures of disruption and fear they evoke. The juxtaposition of domestic and everyday comfort and normality with ‘Bricked up houses and barbed-wire police stations’ makes clear the destructiveness of violence and unrest. The last two lines may be ambiguous – he wants to reinforce his leaving behind the violence with ‘was’ but realises he cannot escape ‘the land of my birth’ with ‘is’; <b>Also use of question mark – ‘questioning’ image.</b></li> <li>• some similar ideas include: moving away from one place, home or birth place, to another place; both are in or being exiled; both are escaping or did escape from danger to a strange land. Both poems are about family – the girl’s family is with her and is referred to, the man’s family is remembered – ‘the serenity of family life’. Both situations are related to specific events – hers in 1988, his ‘the deaths and division that made me leave’ Ireland in the 1970s. Both poems refer to places – the mountains, valley, river for her; mountain, stream, sea shore and city for him. Contrasts include: He is pondering how he will feel as a man of advancing years, she is writing as a 14 year old child. She is in a rural setting with valley and snow, he describes an urban setting. He found safety and freedom, she remains in danger, ‘But I cannot imagine being rescued from this rough mountain’.</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

You will be assessed on the quality of Writing.

- 2** The benefits of hypermarkets, shopping malls, internet shopping and fast food have become central to the society of today. But it has been said that we have lost the community of local shops and we are not eating properly.

Write an article for a life-style magazine which analyses the advantages and disadvantages of these aspects of modern life.

*(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 is understood, that there are shopping malls and internet shopping etc;</li> <li>• Give some anecdotal examples of these from personal experience;</li> <li>• Make some comments about the advantages of these aspects of life;</li> <li>• Give some examples of what is missing – the corner shop, home cooking and what was good or bad about it;</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', 'In most cases'.

**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 there has been a change in the habits of everyday life – we now drive to shopping malls or use the internet rather than local shops and facilities;</li> <li>• Develop some of these ideas about modern living with examples and anecdotes possibly from a personal point of view;</li> <li>• Explore some aspects of what life used to be like – local communities, local shops and characters, meeting people whilst shopping, properly cooked, regular meals;</li> <li>• Comment on the relative merits of each life-style;</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 ideas 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 a full understanding of the topic – that the life style of the 21<sup>st</sup> Century is technological, logistic and electronic. Huge impersonal shopping malls and hypermarkets the size of small towns, with restaurants and bars have revolutionised what was once the local, personal and community based activity of the weekly shop;</li> <li>• Extend this idea to fast food and the idea that families do not eat together and children do not eat well;</li> <li>• Employ anecdote and personal experience sparingly as part of the analysis of the advantages and disadvantages of each way of life. Show some balance between the two lifestyles suggested with, perhaps a preference;</li> <li>• Widen the analysis to a moral or more general development, e.g. closer communities, personal interaction and localism is preferable, safer, more satisfying than the impersonality and isolation of the shopping mall which attracts negative behaviour and alienation;</li> <li>• Alternatively that the efficiency, speed and convenience of, e.g. internet shopping (such as Amazon) is, now, our culture and is truly wonderful;</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.



**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)		✓