

Edexcel International  
London Examinations  
GCE Ordinary Level

## Mark Scheme with Examiner's Report

# London Examinations Ordinary Level GCE in English Language (7161)

May/June 2001

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Mark Scheme and Chief Examiner's Report  
May/June 2001

## **ENGLISH LANGUAGE 7161**

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## ENGLISH LANGUAGE 7161, MARK SCHEME

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### Section A (30 marks)

Mark questions (a) – (m) according to the following scheme and put the mark for each answer in the right-hand margin. **Ring the total for the whole of Section A in the right-hand margin at the end of the section.**

#### \*N.B OWN WORDS REQUIRED

- (a) **Any two of the following (mark first two only):**  
Her mother believes you can become rich  
She does not pay cash for the piano lessons/she cleans Mr Chang's house, in exchange for lessons  
They travel on a bus **(2 marks)**
- (b) **Mark first two only**  
He cannot hear them because he is deaf  
He is abstracted, lost in his own world  
Conducted own silent sonatas  
She kept on playing/ rhythm so he was not alerted to her incompetence **(2 marks)**
- (c)\* **Two concepts needed**  
Her admiration is wrongly placed because her daughter is not a genius  
She is too proud/ boastful of an untalented child **(1 mark)**
- (k) **Any three of the following:**  
She has never had any criticism of her playing  
The public occasion has made her childish/ self-important  
Her (total) lack of fear or nervousness / self- confident  
The adults' conviction has rubbed off on her **(3 marks)**
- (e)\* **Any three of the following (mark first three):**  
Her piano tutor is deaf  
Her errors have not been corrected/either by self or him  
She is distracted by her pretty clothes  
She is over-confident  
She lacks practice  
She has lost control/nerves- 'lost it' **(3 marks)**
- (f) "When I stood up, I discovered my legs were shaking."  
"...I walked back to my chair, with my whole face quivering, I tried not to cry."  
**(2 marks)**
- (g) **Two elements needed for each point**  
She has been humiliated/ lost face/ ashamed, before her friends/ family  
Her dream of having a famous child/ genius is shattered/ gone  
She thought she would do extremely well, but she didn't **(2 marks)**
- (h) He is pre-occupied so avoids having to talk  
He is nonchalant/ indifferent/ cares less than the mother **(1 mark)**

- (i) **Allow quotes**  
 She feels let down/ disappointment/ misery  
 She feels frustrated that she can't let out her emotions/anger  
 She can't get back at / blame her mother **(3 marks)**
- (j)\* **traded:** exchanged, offered as payment, bartered, bargain, swapped,  
 paid in kind/ offered services  
**conspired:** plotted, organised privately, planned without telling the  
 child, clandestinely, on the quiet, secretly agree  
**witness:** see, watch, observe **(3 marks)**
- (k)\* They all learned their own language  
 in a relaxed environment  
 if stimuli were repeated, regularly / frequently  
 and they are interested **(3 marks)**
- (g) He produced over 2000 first-rate violinists in 20 years  
 His first experimental pupil is world famous  
 All can reach the same high standard (in school) **(2 marks)**
- (m)\* **receptive:** quick to take impressions, ready to learn, open to,  
 prepared to accept  
**listen to= 0**  
**hereditary:** passed from generation to generation, having talents from  
 your parents, genetically acquired, passed on in genes  
**inherited= 0**  
**experimental:** for 'guinea pigs', learn by trying it out/by doing something,  
 test, trial  
**investigate = 0** **(3 marks)**
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## Section B (35 marks)

Marks for this question are divided between content (20 marks) and expression and accuracy (15 marks).

### Content

Count to 200 words. One mark for each of the following (or equivalent) points up to a maximum of 18 marks.

#### (i) Suzuki's beliefs about how young children learn

1. All young children (infants) can learn anything
2. as easily (naturally) as they learn to speak
3. when a lesson/stimulus
4. is repeated/revised often (regularly)
5. in conditions where they do not feel anxious.
6. Inherited ability **may** help
7. but they learn equally well
8. and to a high standard of skill, produce first-rate violinists/performers/musicians/stars etc.
9. whatever their level of intelligence
10. once their attention/ interest is caught

#### (ii) Teaching methods and curriculum

11. We start with children of 3-5 years or very young children
12. They are taught the violin
13. but the cello, piano, flute etc. (other/several/various instruments) **may be** studied.
14. Children also receive a broad education: their mother tongue, English, drawing, writing and gym.
15. teaching is by the same step by step method/ one lesson to next
16. **starting** with a few easy tasks
17. which **all** master perfectly
18. before **all** move on to the next tasks.
19. Pupils **may be** taken to tour abroad
20. demonstrating their skills to others.

**Accept points in any paragraph.**

**+2 marks for layout and direction:**

**i.e. +1 for suitable salutation and valediction**

**+1 for attempt to persuade.**

## Expression and Accuracy (15 marks)

- (a) These are to be assessed as '**Good**', '**Satisfactory**' or '**Poor**' according to the criteria at the end of the mark scheme.
- (b) Initially select the central mark in the appropriate band. This mark may then be fine-tuned, by 1 or 2 marks up or down, **within this band**.

<b>BAND</b>	<b>MARK RANGE</b>
<b>Good</b>	<b>15, 14, 13, 12, 11,</b>
<b>Satisfactory</b>	<b>10, 9, 8, 7, 6,</b>
<b>Poor</b>	<b>5, 4, 3, 2, 1</b>

- (c) Assessment
- (i) The mark for Content is decided without reference to Expression or Accuracy.
- (ii) The mark for Expression and Accuracy is not affected by the mark for Content but reflects the quality (or lack of it) of such aspects as:
- Sentence structure
  - Range of vocabulary
  - Control of grammar
  - Spelling
  - Punctuation
- (iii) Errors in the work should be marked by:
- double underlining for gross errors;
  - single underlining for 'secretarial errors'.
- These marks are a guide to the examiner – they should **not** be totted up.
- (iv) Count each answer to ensure that the word limit is right. Cross through extra words.

At the foot of the answer indicate the marks for Content and Expression and Accuracy as follows:

C + E/A

**10 + 8 = 18**

Put the ringed total for the Section in the right-hand margin.

**NOTE:** Gross errors include:

- Faulty sentence structure.
- Faulty sentence division.
- Mistakes of agreement.
- Consistent misuse of word.

'Secretarial' errors include:

- Misspelling.
- Minor punctuation errors.
- Incorrect use, or omission, of inverted commas.
- Misuse of capital letters.
- Misuse of apostrophe.



## Section C (35 marks)

The whole answer is to be marked on impression. Ignore length: if the answer is clearly very short, it will penalise itself in the final impression. As with Section B, use double underlining to indicate gross errors, and single underlining to denote 'secretarial' errors. It may be helpful to use a tick to acknowledge merit.

Follow this procedure:

- (a) At the foot of the composition, list merits and weaknesses, along the following lines:

<b>+</b>	<b>-</b>
sentence structure	inaccuracy
paragraphs	number of gross errors
argument	some obscurity

Please ensure your comments are clear and legible.

- (b) In the light of your assessment of the work as a whole, taking into account:  
Content and Organisation  
Expression  
Accuracy  
place it in one of the following three bands:  
Good  
Satisfactory  
Poor  
according to the criteria below and then into the upper or lower category within the band.
- (c) Then, working from the circled mark, fine tune within the given range, going up by a maximum of 3 and down by a maximum of 2.

<b>BAND</b>	<b>FINE TUNING</b>	<b>MARK RANGE</b>
GOOD	Very good	35 34 33 32 31 30
	Good (with some minor Qualifications)	29 28 27 26 25 24
SATISFACTORY	Competent	23 22 21 20 19 18
	Just Adequate	17 16 15 14 13 12
POOR	Weak	11 10 9 8 7 6
	Very Weak	5 4 3 2 1 0

**EXAMPLE:** The first impression puts the answer into the SATISFACTORY band, but in view of the weakness in expression it is 'just adequate' rather than 'competent'. Starting with a mark of 14, the number of errors and deficiencies in vocabulary suggest a mark closer to POOR. The final mark is 13.

## CRITERIA FOR ASSESSING CONTINUOUS WRITING

<b>GOOD</b>	Answers will be confident in sentence structure and choice and range of vocabulary; generally they will be free of error; above all, they will demonstrate skill in communicating. In <b>Section C</b> they will be relevant (bearing in mind that this section is intended to give the candidate the opportunity of developing outwards the theme(s) of the passages in <b>Section A</b> ).
<b>SATISFACTORY</b>	Answers will demonstrate competence in the use of language to communicate. There will be errors, including perhaps an occasional gross error, but not so many mistakes as to affect the reader's comprehension, or as to introduce incoherence. The answers may, however, be pedestrian and undistinguished. In <b>Section C</b> they will deal relevantly with the subject.
<b>POOR</b>	Answers will contain passages that indicate a significant inability to communicate immediately with the reader: some of this writing will be difficult to follow. There will be many errors, a number of them 'gross errors'. In <b>Section C</b> the more successful writing will be able to develop a general argument – in other words, communicate – even though there may be obscurity so that immediate understanding is impeded.

## **ENGLISH LANGUAGE 7161, CHIEF EXAMINER'S REPORT**

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### **General Comments**

This session's themes of children, music, education and parental ambition provoked some lively responses from a wide range of candidates. While noting regional variations in certain aspects, there was also a fair degree of unanimity of feeling towards and about parents. The majority of candidates completed all three tasks in the time allowed, showing evidence of preparation; when a paper was unfinished it seemed to be because of individual difficulties. In a few centres it was noted that candidates attempted more than one essay, one centre's candidates each writing on both of the picture stimulus choices. In such a case, the stronger essay is marked, but no allowance can be made for misreading the instructions.

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### **Section A: Comprehension**

It is particularly important to read each question very carefully, to enable answers to focus on the specific aspect of the text being tested. Candidates should also take note of the words in bold and the breakdown of marks for each question.

In question 1(a) two details are asked for; the information is in the first two paragraphs and on line 47. Information can come in any part of the passage, not necessarily in the order of the questions. Taking a bus home is a clearer indication of lack of wealth than living in an apartment, which many candidates offered. Some candidates lost marks by verbatim copying when own words were required; others failed to score by not quoting as instructed in (f), or changing the pronoun from 'I' to 'she'. Questions (d), (e) and (f) were sometimes confused or given similar answers. The first question asks why she changed her mind about her ability at the concert; the second about why she played badly, with relevant points relating to factors before and during the concert; the third specifically asks about her reactions after the performance.

Marks were lost in the own words questions for any uninterrupted phrases from the passage; these questions test understanding and the ability to express the ideas, not just to find the appropriate part of the passage.

The vocabulary questions (j) and (m) were well answered by more confident candidates, who managed to give succinct and clear synonyms. Those who used the same root as the key word, such as 'conspiracy' for 'conspired', 'receive' for 'receptive' or 'inherited' for 'hereditary' failed to score, as did those who took more than the stated maximum of five words to explain a word. Examiners are given a range of possible synonyms, but are also encouraged to allow alternatives when they fit; some candidates give very apt answers within the word limit, showing both understanding and a wide vocabulary.

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## **Section B: Summary and Directed Writing**

As noted last year, there is again an unfortunate tendency for many candidates to copy large sections of the text verbatim. This is heavily penalised in the expression and accuracy marks. Where such copying also uses the wrong person or tense, such as referring to Mr Suzuki (or he), in the past rather than the present or future when explaining the curriculum of the new academy, this can invalidate a content point.

Most candidates wrote in the format required, a letter to parents of prospective students, but some altered the content to reflect the interests of themselves or their culture, with a focus on sport or traditional music, at the expense of relevant material and ideas from the text. There were two bonus marks for appropriate salutation and close and a degree of persuasion and sense of target audience. Many scored both, as well as good marks for fluency and accuracy; others scored minimal marks for these, merely writing 'Dear Sir' before copying a large section of the text. Some letters were too long - examiners are instructed to count the words in every answer and cross out any excess words. Others, surprisingly, were too short, meaning a double penalty, as content points were lost and the expression and accuracy mark was also likely to be lower.

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## **Section C: Essay**

All examiners commented on the wide spread of topics this year, which gave students the opportunity to use different forms and styles and to explore strongly felt ideas as well as more imaginative and argumentative topics. The use of direct speech, when well-handled, and some apt quotations often made striking openings and endings to essays.

Those who chose 'A genius in the family' often wrote about siblings, with degrees of rivalry or pride, or other close relatives, with some very varied interpretations of genius, including music, mathematics, sport, cooking or juggling a family's needs. Others wrote in more general terms about the perceived problems or advantages, for the genius, the family unit or the wider population. A few misunderstood the term 'genius' or were unable to use the plural form; one wrote that the character displayed 'geniality'. Very few claimed to be a genius themselves.

'An occasion when I performed in public' included some scripts which were based on the ideas in the first text, which is acceptable, but those who copied key phrases were penalised - this is clearly indicated in the instructions on the paper. Public performance included music, classical and modern, dance, drama, talent contests, magic tricks, presenting or directing others, speeches, debates and sports, particularly cricket and football. All of these, and other activities, allowed writers to express a variety of emotions and degrees of achievement, pride and embarrassment. Many were effectively shaped, with endings vowing never to take part again or revealing a new-found self-confidence and possible career. Often the experience of working with a group or parental pride was strongly conveyed. The better essays conveyed credible feelings and could be rewarded for this. Some writers, however, misunderstood the title, and wrote about an occasion when they performed a public service; many of these essays seemed prepared and inappropriately adapted, with some recognised themes and treatments. These included standing up to an abusive parent, calling the police or rescuing a child from a fire.

It must be emphasised that essays which are irrelevant are penalised by up to five marks. Those where there is a clear mismatch between the candidate's own writing and the rest of the essay are also penalised, as where there is excessive use of clichés or purple prose which does not fit the content or style of the rest of the essay. A clear and generally accurate, straightforward and original response to a title is both more in the spirit of the examination and likely to receive appropriate reward.

Accounts of parental ambition were generally well structured, revealing a range of career aspirations. Weaker candidates sometimes failed to explore the degree to which they shared the ambitions, but most either argued their ideas forcefully or accepted their parents' aspirations as valid. Many commented on their parents' hopes that their own thwarted ambitions would be achieved or that their offspring would follow them into their chosen careers. This title gave an opportunity for personal and theoretical arguments and provided some very interesting and thought provoking writing for the examiners.

Each of the pictures also produced a range of writing. 'A Working Holiday' was sometimes loosely connected to the title, but was more often tackled with relevant development and feelings, often about a member of the family who was unable to share a well earned holiday because of pressures of, or devotion to, work. There were also clear essays written as narrative or first person accounts, with a fair degree of humour or enjoyment of the solitude. Some wrote as travel writers, using the location as a theme.

'Leave me alone' also inspired some very effective essays, with strong writing from a personal or observed viewpoint. Some wrote as social or medical workers, or were reminded of incidents from their past; some wrote movingly about loss or illness; others related it to disagreements with family or friends, being bullied or some perceived failure. Weaker essays on each of the pictures used the idea of any pictorial representation, such as a photograph, advertisement or poster, which reminded the writer of a person or incident in their lives. Where such a link was contrived and there was minimal relevance to the content of the photograph, the penalties mentioned above were applied.

Constant repetition of the title, even if adapted, becomes monotonous; the alternative fault is forgetting the title or theme completely apart from an introductory sentence or conclusion. Candidates usually write much stronger essays if they choose wisely and write with some originality and feeling about a topic they can relate to; examiners can then give credit for freshness of ideas with a personal slant, rather than an essay which is stale in content or structure. Clearly organised ideas with a logical structure and linked paragraphs can be a pleasure to read, even if the expression is not ambitious. Candidates who are confident and able to express themselves with fluency and a breadth of ideas will be rewarded for adventurous writing even if there are occasional errors.

The errors most often seen in the summary and essay this time included problems of verbs, especially overuse of continuous tense and 'used to' constructions; some restricted vocabulary and repetitious structures; reported speech; missing articles, as 'learn piano' and 'play violin'; 'childrens' as the plural of 'child'; the spelling of 'environment', even though it was in the text; 'although' followed by 'but'; and confusion of wish/hope, make/do, learn/teach, think/thing, where/were, told/said/asked, other/next, live/stay, taught/thought, their/there, joined/took part in.

Candidates should not use correcting fluid, or write in pencil and then write over in pen, as this can produce illegible scripts. Candidates in general try to write clearly, but scripts which are difficult to decipher make accurate marking very difficult.

In summary, examiners commented on an increasing number of confident and engaging writers whose scripts show evidence of wide exposure to a variety of English and excellent preparation for this examination. In contrast there are still a number of candidates who make inappropriate use of material from the paper and some who are over-reliant on prepared themes, but these do seem to be fewer than in previous years.

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## **ENGLISH LANGUAGE 7161, GRADE BOUNDARIES**

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Grade	A	B	C	D	E
Lowest mark for award of grade	61	53	44	39	32

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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