

**Edexcel International
London Examinations
GCE Ordinary Level**

Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in English Language (7161)

January 2002

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Mark Scheme and Chief Examiner's Report
January 2002

ENGLISH LANGUAGE 7161

Mark Scheme

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Grade Boundaries

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ENGLISH LANGUAGE 7161, MARK SCHEME

Section A: Comprehension (30 marks)

Mark questions (a) – (k) according to the following mark 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.**

*** STARRED QUESTIONS SHOULD BE IN THE CANDIDATE'S OWN WORDS**

1. (a) Five from (mark first five only): (5)
bedside, library, study, office, bookcase, mantelpiece, table,
(book) shelf
(any mention of fireplace = 0)
- (b) Fireplace (1)
- (c) '(you) feel a strange chill' (3)
'(a) body without a soul'
'makes book lovers shudder'
(must complete each quotation within five words)
- (d) gradual/ regular payments/ paid spread out/ made over a long period (1)
- (e) Three from (mark first three only): (3)
CD-ROM, cinema, television, computers
- (f) * battered damaged, worn (out), tattered, thumbled (6)
fount (fountain = 0) well, source, origin, spring, supply
icons images, representations, symbols, objects of
worship
tactile related to touch
augment increase, make greater, add to, strengthen
scour search, range over, move swiftly over
- (g) The world rushed in a circle (2)
Time was busy burning the years

- | | | |
|-------|--|-----|
| (h) * | to preserve | (1) |
| | the content/knowledge of the books they have memorised/ in their heads (not 'their' knowledge) | (1) |
| (i) * | for fear | (1) |
| | of their discovery (to prevent them being found) | (1) |
| (j) | history, literature, (international) law | (3) |
| (k) | orally, to the next generation | (2) |

Total 30 marks

Section B: Summary and Directed Writing

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

Content (20 marks)

One mark for each of the following up to a maximum of 17 marks:

1. everyone has books
2. a room/home without books is cold (a home is not a home)
3. a room/home without books is soulless
4. a room/home without books is to be feared
N.B. allow positive reversal of 2–4; watch 'life' rather than 'room' – invalidates
- 5a. books decorate a home
- 5b. books show culture
6. they fit anywhere
7. they mask sounds
8. they give status (detail acceptable)
9. they give information/ knowledge, (subjects allowed) or satisfy intellect, watch not just 'encyclopedia'
10. reference books are there when they are needed
11. books are an art form
12. they have a special feel/ a pleasure to hold
13. books are beautiful, any details from passage accepted/ attractive
14. book sales are increasing
15. more books are available now
16. book choice reflects an individual
17. books can create an image/ impression
18. book arrangement reflects character/ personality
19. book arrangement reflects judgement/ literary criticism

plus 3 discretionary marks:

1. use of first person
2. use of debating techniques, including discounting other points/ apt quotations
3. sense of audience

Show as subtotal 17 + (3) plus E and A mark

Expression and Accuracy (15 marks)

- (a) These are to be assessed as 'Good', 'Satisfactory' or 'Poor' according to the criteria below.

Criteria for Assessing Continuous Writing

GOOD	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.
SATISFACTORY	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.
POOR	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'..

- (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**.

Band	Mark range				
Good	15	14	13	12	11
Satisfactory	10	9	8	7	6
Poor	5	4	3	2	1

- (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 highlighted by:
 - double underlining for gross errors;
 - single underlining for 'secretarial errors'.These underlinings are a **guide** to the examiner in deciding where in the Band a candidate's work should be placed – they should **not** be added up.
- (iv) Count the words in each answer to ensure that the word limit is not exceeded. Cross through extra words.

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

C + E/A

eg 10 + 8 = 18

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

Total 35 marks

Section C: The Essay (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 a 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:

+	-
sentence structure	inaccuracy
paragraphs	number of gross errors
argument	some obscurity

- (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:

Criteria for Assessing Continuous Writing

GOOD	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 Section C 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 Section A).
SATISFACTORY	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 Section C they will deal relevantly with the subject.
POOR	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 Section C 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.

- (c) Place the work into the upper or lower category within the band. Then, working from the bold and underlined mark, fine tune within the given range, going up by a maximum of 3 and down by a maximum of 2.

Band	Fine tuning	Mark range					
Good	Very good	35	34	33	<u>32</u>	31	30
	Good (with some minor qualifications)	29	28	27	<u>26</u>	25	24
Satisfactory	Competent	23	22	21	<u>20</u>	19	18
	Just Adequate	17	16	15	<u>14</u>	13	12
Poor	Weak	11	10	9	<u>8</u>	7	6
	Very Weak	5	4	3	<u>2</u>	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.

Total 35 marks

ENGLISH LANGUAGE 7161, CHIEF EXAMINER'S REPORT

General Comments

A wide spread of ability was seen this year, with some evidence of over-reliance on prepared responses used inappropriately in both the summary and the essay, which were penalised accordingly. There was also a range of effective writing, often echoing excellent marks in the comprehension section. Candidates who approach this examination from a background of wide reading and discussion, who are prepared to give an individual response to topics, will usually be more confident and successful than those who rely on a narrower range of less original ideas.

The topic of books and the possible threats from information technology or destruction appealed to most candidates. The majority completed all sections of the paper, showing appropriate preparation and practice. There was a range of abilities with some marked contrasts in response to the demands of each section, as detailed below.

Comments on Individual Questions

Section A: Comprehension

Many candidates scored at least half the available marks for this section, but there was some evidence of misreading of the 1(c) asked for three quotations of not more than five words each; many candidates lost marks by prefacing the quotations with an explanatory phrase, thus reaching the maximum number of words before completing the quotation. In 1(f) some candidates still wrote at length or imprecisely, often giving another meaning which did not fit with the context, such as 'beaten up' for 'battered' or 'symbols on a computer screen' for 'icons'. Candidates need to check that their definition fits with the way the word is used in the passage. Definitions which used the same root as the original word, such as 'fountain' for 'fount', also scored no marks. When answers are required in candidates' own words, as in 1(h) and 1(j), it is important to use the third person to show the change from the original speaker as well as to alter the other words in the passage. An uninterrupted lift from the passage, although showing understanding of context, cannot score in such questions.

Section B: Summary and Directed Writing

Many candidates showed experience of the conventions of debating, but some spent too long on their introductory remarks at the expense of including content points. Some wrote impassioned speeches on their own viewpoints, at times concentrating on details of new technologies or other points not in the passage, such as expense, accessibility, power sources, which suggested they were adapting a prepared topic rather than responding to the text and the question. Some wrote in support of information technology or on both sides of the argument rather than speaking for the opposition.

There were some excellent debating speeches, however, with a clear focus and tone, awareness of audience, and language to stir the emotions and win support for the case. Such writers give examiners the feeling of reading speeches from future politicians. Those who copied sections from the text, whether selectively or indiscriminately, were heavily penalised for expression and accuracy; those who made a genuine attempt to re-phrase the ideas, even if there were some errors, could be rewarded. This confidence in their own power of expression was often reflected also in candidates' essay marks.

Section C: Essay

Some candidates relied too heavily on previously practised essays, with little or no attempt to relate them to the titles. While such preparation may seem to give a

candidate some confidence, using learned material inhibits the ability to respond relevantly to specific titles and to write with the freshness of personal experience. Such essays will be placed in a lower mark category because the content, often learned by heart, is clearly not the candidate's own work. Most candidates wrote at an appropriate length, although there were some who wrote very brief or over-long essays.

In 3(a) there were varied responses, some candidates confusing desert islands with a desert region, but most choosing three books for an isolated or uncomfortable experience. Stronger writers gave clear explanations for their choices, with a mixture of philosophical, practical and cultural reasons, including religious support, survival techniques and entertainment or escapism. Those who named the books often wrote effectively about memories of the original situation in which they had read them or the effects the books had had on them. Some chose appropriate accounts of castaways and how they had survived and been strengthened by their experiences and how this would help the writer in similar situations. Some gave potted reviews but were able to justify their choices.

Those who gave only vague indications of their chosen books, such as 'a survival guide', 'a cookery book', 'a book of song lyrics', although showing a focus on the situation, often repeated ideas and phrases.

3(b) produced a wide variety of responses, some confusing science fiction with science and writing apparently prepared essays. There were also some thoughtful and individual conceptual approaches, showing both knowledge of the genre, in book or film formats, and an ability to develop a clearly structured argument with consideration of historical events and future possibilities.

Fewer candidates attempted 3(c) but again there was a range of responses.

Interpretations included a love of books, ability in sport or music, a vocation such as teaching or medicine, a precious item, arguments or feuds between family members and even a treasure hunt with messages from beyond the grave, testing the resolve and character of the recipient and strengthening the bonds with the deceased relative.

The picture stimulus was again popular. Many candidates wrote moving accounts of loss or mourning, often linked to world or national events, but with some more personal touches also. 'Escape' was often an action-packed narrative, with less description of character, but also some interpretations of escape from an unhappy life. Weaker writers made minimal attempts to link the account to the picture, suggesting a prepared response, but many did link their essays to the pictures, with only occasional actual descriptions of the picture content.

The strongest candidates wrote fluently, in a range of styles, using appropriate vocabulary, paragraphing and varied sentence structures. Others wrote carefully and accurately but took few risks, using limited, simple or repeated vocabulary and structures, with much dependence on conjunctions, often at the start of sentences. In narratives, tenses were often muddled, with rare correct use of the pluperfect. Spelling was often sound; the most common errors were verb endings and omission or misuse of articles. When dialogue was included, paragraph conventions were often omitted, leading to some confusion.

There was evidence of errors in idiom, prepositional structures and some confusion between 'live' and 'leave', 'ask' and 'tell', 'thing' and 'think'. Some handwriting also failed to distinguish clearly between consonants, making it difficult for examiners to follow the sense in places. Repeated sentence openings, such as 'However' or 'Moreover' suited the debate format of the summary but became laboured in essays.

ENGLISH LANGUAGE 7161, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	59	49	40	35	27

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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