

**Edexcel International  
London Examinations  
GCE Ordinary Level**

## **Mark Scheme with Examiners' Report**

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

**June 2002**

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Mark Scheme and Chief Examiner's Report  
June 2002

## **ENGLISH LANGUAGE 7161**

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## ENGLISH LANGUAGE 7161, MARK SCHEME

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### Section A: Comprehension (30 marks)

#### Question 1

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

(a) two

(small) round (buttons) – (or equivalent detail)

red reflections / lights

about two (a couple) of inches apart.

**4 marks**

(b)\* 1. the two small lights (or it or they) moved suddenly  
dropped suddenly = 2

2. towards the floor

3. still as far away

4. then appeared /moved

5. upwards/nearer/closer again                      ascended = 2

6. and disappeared. (NB not 'vanished')

7. appeared at ground level, near feet

8. and vanished or to original site (place). (NB not 'disappeared')

**Maximum six, must be in logical sequence**

**6 marks**

(c) there is a mass /shape/outline

which leans towards him

apparently in response to his own actions

stillness

(i.e. 'eyes' move, it leans as he does)

**Any 3 of 4**

**3 marks**

(d) **Mark first three words only, unless underlined or bracketed:**

Any three from:

circular

buttons

beads

points

discs

circles

orbs

**3 marks**

(e)\***tentatively:** as an experiment, by way of a trial, cautiously, experimentally.  
hesitantly

**misgiving:** feeling of mistrust, apprehension, doubt, anxiety,  
uncomfortable/bad feeling, uncertainty  
horror = 0

**fascinated:** intrigued, held my attention, absorbed, mesmerised  
entranced, enraptured, captivated  
astonished, amazed, surprised = 0

**3 marks**

- (f) 1. he is at first thinking rather than feeling/ abstracted/ self absorbed/ lost in thought  
2. but contented  
3. he becomes curious/ puzzled/ wondering  
4. then terrified and panicky, fearful, horrified  
scared only = 0 ( must have intensifier)  
5. feels misgiving or negative fascination anxious, disturbed  
6. he becomes calmer, reassured by the normal world once he has left the bus  
7. unsettled (see text – inference)

Chronological order except 5+4, 1+2 (see text)

**(Mark any five)**

**5 marks**

- (g) The movement of inanimate matter (at a distance) by no obvious agent, or random, or poltergeist activity. (allow lines 2 and 3)

Being accompanied by apparitions, in the form of creatures.

**2 marks**

- (h) they can be cured by talking of the experience with another  
by working less hard  
by taking more exercise  
by a course of therapy - in extreme cases/ as a last resort/ even  
(therapy alone = 0)

**4 marks**

## Section B: Summary and Directed Writing (35 marks)

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

### Content (20 marks)

Count to 220 words. One mark for each of the following (or equivalent) points up to a maximum of 18 marks.

#### Causes:

1. (you are suffering from) psychokinesis (PK)
2. it may actually be happening  
seems to be happening; can move randomly etc.
3. it may be caused by you yourself (your own psychic energy)
4. if so, this is unwitting - various references
5. you must be feeling some kind of stress
6. or maybe you are feeling guilty about something
7. possibly you are feeling furious and bottling it up
8. you could feel really unfriendly towards someone
9. or have a problem for which there seems no solution
10. you may not know which way to turn for help
11. perhaps you are mentally ill
12. or sick in some other way
13. you could have a history of similar reactions
14. you are probably a loner or don't confide in others (implied) (or 18)
15. you are working too hard (or 19)
16. you don't get enough exercise (or 20)

#### Cures:

17. it (PK) will stop when you are free from your immediate stress - can be cured
18. you need to talk to someone about it (or 14)
19. you should do less work (or 15)
20. you should take more exercise (or 16)
21. you could take a course of therapy (if the problem does not go away)

N.B. Points 14 and 18, 15 and 19, 16 and 20 are to be scored as one of the pair only.

**Plus 2 discretionary marks** for appropriate tone: use of 2<sup>nd</sup> person, sense of purpose, sense of audience.

## 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

<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.
<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.
<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'.

- (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>				
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.

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: 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 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:

**Merits**

sentence structure  
paragraphs  
argument

**Weaknesses**

inaccuracy  
number of gross errors  
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

<b>GOOD</b>	<p>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.</p> <p>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>).</p>
<b>SATISFACTORY</b>	<p>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.</p> <p>In <b>Section C</b> they will deal relevantly with the subject.</p>
<b>POOR</b>	<p>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'.</p> <p>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.</p>

- (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 <b><u>32</u></b> 31 30
	Good (with some minor qualifications)	29 28 27 <b><u>26</u></b> 25 24
Satisfactory	Competent	23 22 21 <b><u>20</u></b> 19 18
	Just adequate	17 16 15 <b><u>14</u></b> 13 12
Poor	Weak	11 10 9 <b><u>8</u></b> 7 6
	Very weak	5 4 3 <b><u>2</u></b> 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.

# ENGLISH LANGUAGE 7161, CHIEF EXAMINER'S REPORT

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## General Comments

The theme of mysterious apparitions seemed to appeal to many candidates, who responded positively to the demands of the various sections. There were a few, however, who wrote about their own beliefs and experiences inappropriately, especially in the summary. Candidates should be advised to read questions carefully, to ensure that they do not lose marks by not using material from the paper when this is required.

Examiners noted an increase in the use of text forms such as 'Do U No?', 'Can U C?'. Centres are strongly advised that such forms are not acceptable in this examination. Other errors noted, which vary according to other languages spoken by writers, include: Americanisms such as 'bunch of friends', 'guys', 'keep her cool', which may be appropriate in dialogue but not in other formats; tautologies such as 'entering in' and 'returned back'; 'closed' for 'turned off' and other confusions such as told/asked, make/do, wish/hope, can/ be able, they/there, live/stay, as well as homophones such as there/their. Other weaknesses included prepositional forms and misuse of pronouns, sometimes superfluous, and relative pronouns. Tenses, especially the pluperfect, and moods were also not always controlled.

Many candidates had been appropriately prepared for this examination. This makes it all the more regrettable when we read scripts from those who seem to have little idea of the requirements of this syllabus and respond to the tasks without understanding what is needed. It is hoped that this report, together with the mark scheme, will help centres to better prepare their candidates in future.

## Section A (Comprehension)

Many candidates scored highly in this section, usually by reading the questions carefully and identifying appropriate material from the passages. More attention needs to be paid to the wording and requirements of each question to make sure marks are not lost unnecessarily. This applied especially to questions (b), (d) and (f): in (b) there were eight possible changes for a maximum of six marks, but these had to be expressed in the candidate's own words, to show understanding, and had to be in a logical sequence, as changes. Those who made a general comment, such as 'It kept appearing and disappearing' could not gain credit. The six marks for this question should inform candidates that some detail is needed here.

In (d), there were seven possible answers, each of one word, which described the shape of the eyes. Many candidates lost marks by copying whole noun phrases, such as 'two luminous points', of which only 'points' referred to the shape of the eyes. As examiners were instructed to mark the first three words offered, unless underlined or bracketed, such an answer could score only one mark. Some answers showed a misunderstanding of 'shape' and offered 'stare', 'look' and 'glanced' about the action of the eyes.

In (f), the focus was on the mood of the passenger, not his movements or those of the thing. Some candidates repeated the answer to (b); others failed to focus clearly or chronologically on the mood changes. There were seven possible points for a maximum of five marks, and a pleasing minority recognised the inferential final point of change from relief to fear in the last sentence, when the red lights appear again.

Although most candidates recognise the five word restriction in the vocabulary question, (e), a large number are now offering five synonyms for each word. As well as taking

unnecessary time to identify and write these, candidates are not increasing their chances of gaining marks as only the first attempt is marked for each word.

Question (g) also needed careful reading before answering. The types of experience, that is random movement of objects or apparitions in the form of creatures, had to be identified, not examples such as the ghostly dog, or others from their own experience or other reading or films.

Many answers to (h) were very long, and they often omitted the rider about therapy being only a last resort if the other cures failed.

## **Section B (Summary and Directed Writing)**

Many candidates presented their answers as a letter or dialogue or two paragraphs. As the format was not specified, any response which adapted the material to first and second person address received credit. Some wrote in reported speech, causing themselves unnecessary difficulties. Those who lifted much of their answer directly from the passage received little or no credit for adaptation or expression and accuracy.

Some candidates wasted words by describing the events on the bus, from the other passage, or offered material of their own to illustrate the experience or explain the stress the friend was suffering. Such answers incurred a double penalty, losing marks for content and for expression, as this question does not test original, creative writing which is assessed in the essay (Section C).

Many candidates responded in a sensitive manner; those who used the phrase from the passage 'a poor state of health, mental or physical' may have seemed less reassuring to a friend under stress. There are still too many candidates, however, who copy large sections of the text with apparently little regard for the rubric, which states clearly that extensive quotation is not allowed. The lack of understanding of such candidates could often be seen in errors in selecting appropriate material, with much emphasis on irrelevant manifestations of psychokinesis, and mistakes in phrases such as 'experiencing the haunting ceases'.

There were a few candidates who wrote 220 word essays, loosely linked with the theme of haunting, with no apparent understanding of the requirements of this section.

## **Section C (Essay)**

The narrative essays (a) and (d) tended to be more successful and popular across the range of abilities, despite some loose interpretations of 'strange' in the title of (a). The picture stimulus produced the widest range, with some using the title but not the sunken head for 'Underwater discovery' and others making a very loose connection to the girls swinging. Other candidates, however, responded very positively to the opportunities of the photographs, using evident experience and enthusiasm for the sea and its delights and dangers, or using the theme of swinging to create very evocative narratives, with controlled flashback, or conceptual writing about freedom and their own or their children's lost innocence.

Some candidates relied too heavily on previously practised essays, with little or no attempt to relate them to the titles. Centres are reminded that examiners recognise such essays, especially on the themes of killer bees, a dog scratching at the door (which may be a ghostly apparition or escaped prisoners), unusual weather conditions, an experience on a late night train, a rape, pollution, September 11<sup>th</sup> accounts, or a fire in the home or at a

neighbour's, any of which were adapted to fit (loosely) a strange experience, underwater discovery or even 'swinging'. 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. The overuse of clichés or dated idioms, such as 'raining cats and dogs' also limits the impact of students' writing.

While there was a very wide range in types of experience seen as 'strange' in answers to title (a), reflecting enormous cultural diversity, 'What are the qualities you look for in a really good friend?' produced almost universal requirements, regardless of culture or geographical location. The best writers selected a few major qualities and illustrated them with narrative or anecdote, sometimes very movingly. Weaker candidates tended to write a list, with much repetition of content, phrasing and structures. There was also a tendency to emphasise the qualities of a 'bad' friend.

The title for (c) required a balance of arguments for and against a belief in ghosts. Many candidates ignored this, writing either a ghost story, indistinguishable from a response to (a), or a very one-sided account. Those who started with a statement strongly agreeing with either side of the argument could not receive credit for argumentative writing. Any candidate who has very strong feelings or beliefs about such a topic, for personal or cultural reasons, is strongly advised to choose another title, as the range of marks will be limited if both sides of such an essay are not explored.

Examiners expressed their pleasure in reading some superb essays from students who were able to write fluently and evocatively in response to their chosen topics. There was some very mature and adventurous writing, a credit to both writers and their teachers.

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## ENGLISH LANGUAGE 7161, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	67	58	50	45	38

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

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