

**Edexcel International
London Examinations
GCE Ordinary Level**

Mark Scheme with Examiners' Report

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

January 2003

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Mark Scheme and Chief Examiner's Report
January 2003

ENGLISH LANGUAGE 7161

Mark Scheme

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ENGLISH LANGUAGE 7161 MARK SCHEME

Section A: Comprehension (30 marks)

Question 1

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

- (a) they don't eat enough **or** how to persuade them to eat more // fruit and vegetables **or** they eat too much // junk food (2 marks)
- (b) characters who love fruit and vegetables // encourage them to eat more healthily. (2 marks)
- (c)* psychologists **or** Katy Tapper (1 mark)
- (d) consumption of fruit and vegetables // went up by more than 100% // this was still so after four months. (3 marks)
- (e) the video / cartoon was not shown. (1 mark)
- (f)* offer/ing (not "offered") fruit (and vegetables) at school, (not vegetables alone); show the video (of the four characters); give encouragement in the form of gifts (or badges and pencils) "reward" acceptable, or "rewards" in own phrase. (3 marks)
- (g) **Mark first three only**
Must have contrast to score:
amusement x education / research
1920s x present day;
spinach x four fruits and vegetables **or** single character x 4 characters
American x British
strength x life force
Individual (purpose) x universal / save the world (3 marks)
- (h)* 'pilot' trial, test, (small scale) experiment
'sustained' supported, kept up, kept going, prolonged
'maintained' had not changed / lessened, stayed that way / continued
'in conjunction with' combined, simultaneously, both / together, in sync. with, in alliance with (4 marks)
- (i)* he throws the food away // because he is teased / he is embarrassed that it is too healthy. (2 marks)
- (j) she convinced her that she was missing playing with her friends / it took too long to eat // the rolls were changed to less chewy ones. (2 marks)
- (k) (increased body) weight / obesity // heart disease. (2 marks)

(l) **Mark first three attempts only**
young children need high calorie food (for energy)
(increased) enjoyment
sociable aspects
lack of sugar (3 marks)

(m)* 'appalling' horrifying, causing dismay, terrible, disgusting

'compromised' offered a solution suiting both
met half way, split the difference
each conceded some points, **not** 'giving in/way'
alone

'revelation' eye-opener; enlightenment, great surprise (needs
qualifying), discovery + qualifier, **negative**
invalidates. (2 marks)

Section B: Summary and Directed Writing (35 marks)

Question 2

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 up to a maximum of 17 marks.

The importance of a healthy diet and how to persuade children to eat more fruit and vegetables:

1. five portions a day recommended intake for children
2. healthy diet lessens need / craving for junk food
3. link with weight problems of eating snacks
4. link with heart problems of eating snacks **or** become less healthy or ill
or fruit and vegetables lead to good health
5. children should be trained / start young to eat fruit and vegetables
6. healthy snacks should be provided
7. fruit and vegetable should be included in lunch boxes
8. fruit should be on sale at school during breaks
9. repeated tastes increase liking / the project increases the opportunity to taste fruit and vegetables.
10. video has a positive effect or the cartoon of Popeye had (with spinach consumption) or any mention of appropriate role models
11. rewards (or examples) should be given
12. recent research on spending on snacks (economic factors) (waste of money)

Argument against from child's viewpoint:

13. as you grow older you reject parent's views / choices **or** rebuttal of first article
14. important to be like others / peer pressure
15. what the norm is or examples of acceptable lunches. Any two from: white bread, fillings, chocolate, fizzy drinks, crisps
16. throw away/ bring home what you don't like
17. example of food teased about – bananas or salad or brown bread
18. other hurtful comments / names, (such as 'cabbage patch' lifestyle)
19. isolation caused by longer time to eat healthy food
20. conflicting research *or* detail – (concentrated) calories in savoury snacks needed.
21. fun / enjoyment factor of other food
22. sharing / social aspects of snacks
23. sugar-free advantages of savoury snacks

Plus 3 discretionary marks for: use of first person, use of debating techniques, including discounting other points / apt quotations, 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

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.

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)

Question 3

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 following criteria.

Criteria for Assessing Continuous Writing

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

ENGLISH LANGUAGE 7161, CHIEF EXAMINER'S REPORT

General Comments

The themes of the passages, food, a healthy diet and parental conflict, seemed to engage the candidates. Unfortunately, some candidates seemed determined to use material from other sources, in the summary and/or the essay, so lost marks for irrelevance.

Section A (Comprehension)

Most candidates showed some understanding of the passages, but some did not read the questions carefully enough. Starred * questions must have key phrases in candidate's own words, so for example in *(d), the words "intake", "doubled" or "sustained" would score zero, as synonyms are required to show understanding, but the best candidates coped well with this, showing a clear response to the passage and the question.

In (b) there was some confusion, some answers claiming that the characters were 'loving' rather than 'loving fruit and vegetables'. Many answers failed to explain the relationship between the two halves of the answer. Although most correctly identified psychologists or Katy Tapper as having developed the research in (c), a significant minority thought it was Popeye.

In (g), which asked for four major differences between Popeye and the four video characters, there were several possibilities, more than the number of marks available, but the contrasts had to be clearly made to score each mark, so a list of four features about Popeye could score nothing.

The vocabulary questions again needed careful reference to the context. The answers offered for 'pilot' often showed a lack of care, as 'captain', 'guide', 'one who directs a boat', 'show you what to do' or 'leader' could be alternative meanings, but not as the word is used in the passage.

The questions on the second passage sometimes also showed lack of close attention to text or meaning. In line 14, it is Chris, the writer's son, who fills himself up with chips from the canteen, having thrown away the whole roll. Many readers seem to have placed 'it' between 'fills' and 'up', so creating a chip sandwich in their minds.

In the vocabulary question, again there was evidence of confusion. Context may have led some candidates to think that 'appalling', coming as it did after 'tomato', meant 'sauce' or 'ketchup'! 'Revelation' did not have religious connotation here, but 'said by God' or similar phrases did appear. Also a negative interpretation invalidated a definition, as the word in the question was 'revelation' without the 'not' from the passage.

Some candidates scored highly in this section, showing evidence of careful preparation and close attention to the demands of the passages and the varied questions. It is therefore disappointing that some guess or take insufficient care.

Section B (Summary and Directed Writing)

Many candidates seemed to relish the contrasting roles of parent and child and differentiated content, purpose and tone with aplomb. Others responded better in the second article, feeling more comfortable as the schoolchild. A few misunderstood the medium, writing letters, addressed for example to 'Dear Hidemaster' or 'Dear Priminister'.

A disappointing number of candidates seemed to have misread the requirements, stated clearly in the question, to limit the total number of words to 220. They wrote an extensive first article, leaving themselves very few words in the second before the word count was reached, thus denying themselves many possible content points. This was often exacerbated by a misunderstanding of the summary task, with extensive references to material outside the texts, showing knowledge of food and nutrition or health studies, but irrelevant to the task. References to proteins, vitamins, constipation, appearance and various diseases other than ones connected to obesity and heart problems, could not be rewarded. A surprising number of candidates included such extraneous material, so centres are reminded to prepare their students for the requirements of this question.

As the task required selection of points from both passages, there was much less evidence of lifting directly from the texts, and many candidates combined their own tone and expression with a clear understanding of the material. The bonus marks were often well deserved, but sometimes the first person was used insufficiently, with an impersonal tone replacing the writer's voice. Those who reached the 220 words in the first article could not be rewarded for debating techniques or rebuttal of the first article. A sense of audience could be achieved by use of the second person or a direct or rhetorical question.

A few candidates misunderstood the attitudes to be contrasted in the two articles and wrote two on a similar theme, each for instance supporting a healthy diet. Points from the mark scheme had to appear in the appropriate article to score.

Those who responded well to the task could be rewarded, and an enjoyment of argument and debate as well as the topic came through in their articles.

Section C (Essay)

All essay titles were attempted, with fewer candidates choosing the picture stimulus choices than previously. Centres are reminded that this type of essay will not be available in future.

(a), on aspects of fashion, produced two contrasting types of response. Better candidates wrote effectively and entertainingly on the pressures exerted by the fashion world on young people. Weaker responses came from candidates who had made the wrong choice of essay, with very little to say apart from listing the designer labels they preferred, and such essays became repetitive in content and phrasing, often reduced to repeating the wording of the question.

(b) was a very popular choice, with some evocative and heartfelt accounts of arguments within families. Stronger candidates developed the reference to 'growing up' and saw such disagreements as part of reaching maturity. There were some very reflective and well-expressed accounts of adolescence. The very best writing combined theoretical and personal viewpoints, with examples from experience illustrating general points. Even those who did not have the confidence or experience to write so effectively, still managed a relevant and clearly structured essay, with commonly perceived areas of disagreement, such as food, clothes, friends, entertainment, career choices, spending patterns and deadlines. Attitudes to study also featured.

(c) 'A meal to remember', produced some effective accounts of traditional or unusual meals, but also some disappointing responses. In many the meal itself was not central, with more emphasis on the preparation. In some, the meal was used as an afterthought to an account of a dramatic event, often seen frequently in a centre, which was obviously prepared/rehearsed. To write about a boating adventure, a bank raid or an attack under the title of 'A meal to remember' is stretching credibility. Such essays are heavily penalised for irrelevance. Similarly, the centres who had advised their candidates to choose the picture stimulus and write a prepared essay on such topics as drug rehabilitation, whatever the picture or caption, were doing their students no service.

(d) (i) Space Travellers produced some widely contrasting essays. The topic is obviously fascinating to many candidates, who wrote with interest and enthusiasm, and sometimes with appropriate technical vocabulary and knowledge. Some, unfortunately, wrote in more general terms about technology, with minimal reference to the picture. Others created a narrative, often as one of the characters, and some of these were very moving. The paper was taken before the loss of the Colombian spacecraft, but many examiners commented on effective explorations of the tragic consequences of such missions, as well as positive aspects on a personal and human scale.

(d) (ii) produced a similar variety of response, but again with some limited links to the picture or theme. Many wrote of how the picture reminded them of happier times or of an incident as one of the characters. Others wrote a scarcely relevant account, of how the picture was hanging in a cell or a hospital ward, as indicated above.

Candidates are strongly advised to choose the title about which they can write from experience, or with a personal viewpoint, or to develop a theme from the texts. Trying to adapt a learned essay is unlikely to be relevant or effective and can gain little credit, especially when the same material appears frequently from a group of candidates.

Concluding remarks

There was a very wide range of achievement, with some very sophisticated writing in the top band, but also some candidates who seemed to be lost, not understanding the requirements of the syllabus.

Overall, the results were pleasing for the final paper before the new specification starts next summer.

ENGLISH LANGUAGE 7161, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	61	51	42	37	30

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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