

Mark Scheme with Examiners' Report GCE O Level English Language (7161)

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ENGLISH LANGUAGE 7161, MARK SCHEME

SECTION A: Comprehension (30 marks)

Mark questions 1 to 7 according to the following mark scheme.

Passage 1

1. **Select one example to show that wildlife in Romania can threaten domestic animals.**

They/it will be eaten/killed/attacked by a wolf/bear // if left out all night/by next morning. Accept quotation of lines 16-17.

Animals = 0 Wildlife = 0 If wildlife specified must be wolf or bear (2)

2. **In lines 2 and 16, the word 'night' suggests darkness. Select two other single words from the first four paragraphs, which give the impression of darkness or approaching darkness.**

Mark first two attempts only. Must be single words.
eg nocturnal mists = 0

nocturnal (line 10) dusk (line 21) (2)

3. **In your own words as far as possible, give four reasons, according to Christoph why humans need not fear wolves.**

Must be in own words. Mark first four reasons given. If quotations are copied and then glossed, accept the gloss if correct.

Wolves' attacks have been infrequent in recent times/ in the last 50 years.

(Not "only 8 incidents")

No deaths have occurred owing to wolf attacks/no **serious** injuries

(Not "no fatalities" "Fatal" = 0)

Christoph came face to face with a wolf which did not harm him.

(Not "within two metres....eyeball to eyeball")

Wolves have no reason/ necessity to attack humans/ don't have to/ no motive.

(Not "need") "will" = 0 "interest" = 0 "desire" = 0 "wish" = 0

Wolves are not practised in attacking humans/not used to/ not skilled/ have not the know-how

(Not "experience" "not experienced" = 0) (4)

Passage 2

4. Give four reasons why the cows were not afraid of the approaching wolf.

Mark first four reasons given.

The cows had never before seen such a creature.

Looked like a coyote.

He resembled the (familiar) ranch dogs.

He showed no interest in the cows/ attention concentrated elsewhere (4)

Passage 3

5. (a) What was the main problem facing the vets at the Healesville Sanctuary when the baby platypuses were left in their care?

They did not know on what to feed baby platypuses/no formula// which were unweaned/ dependent on mother's milk. (2)

- (b) How did the vets try to solve this problem and with what results?

(Accept two problems and two results)

They used echidna milk/ milk of a similar creature // platypuses lost weight //

They made their own formula // but one died/ one survived.

Supplement for cats and dogs given to one // he remained healthy. (4)

6. A friend suggests that Millsom should be released into the wild. In response to your friend's suggestion, state four reasons why it might not be sensible to do this. Draw on information from the passage, but use your own words as far as possible.

Must be in own words. Mark first four reasons given.

Millsom has grown accustomed to being with humans/ has not adapted to the wild.

(Not "adapted" and "presence").

He was small/ weak.

(Not "undersized"/ "underweight").

(Fierce) (male) platypuses might attack him.

(Not "aggressive" or "show him what's what").

And even kill him (with the spurs on their legs).

(Not "can kill each other"). (4)

All Three Passages

7. If you had to write a paragraph for a school magazine about an animal of your choice, which passage, do you think, gives you the clearest information for this task, and why? You can choose any one of the three passages, but you must explain your choice carefully. Include reasons why the other two passages are less suitable. Use your own words as far as possible, but you may include brief quotations to support your answer.

(8)

Possible comments might be:

Passage 1 +: details given on why humans need not fear wolves; how humans are enemies of the wolf, in fact; habitat of wolves and bears/factual style/attractive illustrations.

-: little about how young are reared, no physical description, more of a travel brochure than a tract on animals.

Passage 2 +: focuses closely on the wolf; seemingly harmless, but intent on reaching his chosen prey; indicates how stealthily wolf moves.

-: no physical description, nothing factual about wolf's habits, origins etc; no illustrations; mostly narrative about a wolf moving in on its prey.

Passage 3 +: gives information on how baby platypuses are reared, stress on uniqueness of mother's milk; consequences of a lack of this; inability of hand reared platypuses to adapt to the wild; engaging photos.

-: no details on habitat, or feeding habits; mostly a story about Thorpie and Millsom, rather than a deliberately informative piece about an animal.

8-6 marks: choice is clearly stated and justified with reference to the passage; good understanding of all passages shown; some analysis and reference to style and layout.

5-3 marks: reference to all three passages, showing understanding; some reasons given as to why the chosen passage is most suitable. Possibly some quotations from the passage. Maximum four if only two passages discussed.

2-1: a few relevant points. Answers may refer to only one passage. Limited understanding shown.

SECTION B: Summary and Directed Writing

Use information and ideas from Passage One and Passage Three in this answer.

8. You have been asked to give a talk to your class about humans' attitudes to animals. Using only ideas and information from Passage One and Passage Three, write the text of your talk. You should include as many points as you can from the passages to support your answer, and focus on the following:

- How some humans exploit animals for their own gain or pleasure.
- How other humans show care for animals.

Use your own words as far as possible as direct copying will be penalised.

Do not use more than 220 words. Think carefully about the purpose of your talk as well as the audience you will be addressing.

(35)

Word limit: count to 220 words.

Content: Tick points from the list below, **up to 16 marks.**

Style and audience: awareness of purpose, tone, register, style and audience should be identified and rewarded by up to 4 marks.

These subtotals should be added to the mark for expression and accuracy, maximum 15 marks.

Content points:

Human exploitation

(in points 2 to 5 if "animals" are named, must be one or more of bear, wolf, lynx.)

1. The author (or others) was prepared to infringe space of beasts for own pleasure.
Christoph = 0 The President = 0
2. Humans hunt animals for gain, (adults fetching a high price).
3. Animals are hunted for sport/ bears are protected for shooting.
4. Humans shoot animals as trophies.
5. Officials can be bribed to issue permits for shooting animals/ to allow shooting of animals/ illegal hunting by bribery still continues.
6. CLCP uses wolves as bait for tourists/ to encourage/ attract tourists.
7. Fur farms exist (must be linked to exploitation).

Care for animals

8. Official protection for wolves has existed since 1996 (but ignored).
9. CLCP monitors wolf population.
10. CLCP cares for two wolves rescued (from a fur farm).
11. Contractor takes orphaned platypuses home (to his wife).
12. Passed on to the animal sanctuary OR animal sanctuaries exist.
13. Vets strive to care for the baby creatures/ platypuses (by consulting research papers).
14. One example of caring to do with nutrition.
15. This enabled one platypus to survive. (only one died = 0)
16. Vets kept survivor in the sanctuary knowing he would not survive in the wild (or other reason)/ to protect him

Expression and Accuracy

<i>Section B: Mark grid for assessing expression and accuracy (A04)</i>	
Mark range	Candidates should be able to:
15 – 13	<p>Write using the standard grammatical forms and idioms of English</p> <p>Show confident use of a range of sentence structures</p> <p>Show considerable skill in organising ideas</p> <p>Write very accurately with regard to spelling and punctuation</p> <p>Use an impressive range of vocabulary</p> <p>Express ideas with lucidity and precision</p> <p>Describe vividly using own words and phrases</p> <p>Show control in sustaining theme and tone with clarity of expression</p>
12 – 10	<p>Write clear standard English</p> <p>Write with a variety of sentence structures</p> <p>Demonstrate skill in organising material</p> <p>Use mostly accurate spelling and punctuation</p> <p>Use apt and varied vocabulary, using few words and phrases from the text</p> <p>Show ability to sustain theme and tone</p>
9 – 7	<p>Write standard English reasonably clearly</p> <p>Write with some variety of sentence structures</p> <p>Use some skill in organising material</p> <p>Use mainly accurate spelling and punctuation</p> <p>Write with appropriate vocabulary and mostly own words</p>
6 – 4	<p>Write understandable English</p> <p>Use at least two types of sentence structure</p> <p>Show some organisation of ideas</p> <p>Show some accuracy in spelling and punctuation</p> <p>Write with appropriate vocabulary, but some may be copied from text</p>
3 – 1	<p>Write at a level of basic coherence in English, but will demonstrate only minimal original expression</p> <p>Write simple sentences</p> <p>Show a basic understanding of the conventions of spelling and punctuation</p>

SECTION C: Essay

9. Write between 350 and 400 words on ONE of the following:

- (a) Which animal fascinates you most and why? **Do not base your answer on the animals from the passages.**
- (b) Tell a story (true or imaginary) in which someone suffers because of another's lack of knowledge.
- (c) 'Today's world is a dangerous place in which to live.' How far do you agree?

In 9 (a) –6 if wolves or platypuses chosen. Allow broad interpretation of “animal”: fish, birds, reptiles acceptable.

In 9 (b) be flexible over the interpretation of “knowledge” but –6 for a prepared essay hooked on to the title and not made relevant.

In 9 (c) do not insist on a balanced argument but reward if successfully achieved. Candidate could agree completely with the assertion and exemplify the argument.

SECTION C	
Mark range	Candidate should be able to:
35 – 30	Write a lively, relevant and engaging essay, clearly constructed, fluently and accurately presented.
29 – 24	Communicate with some originality ideas related to the topic Write confidently in a form appropriate for selected title Use some rhetorical devices in an appropriate way Offer a wide variety of sentence structures Use some sophisticated grammatical structures Punctuate with accuracy Spell with accuracy Use a range of vocabulary Use Standard English with accuracy
23 – 18	Communicate ideas clearly and successfully Write in a form appropriate for topic chosen Show successful organisation in writing Show control of paragraphing and punctuation which enhances meaning Use some variety of sentence structure Spell some complex words correctly Have a wide vocabulary
17 – 12	Communicate ideas with success Structure ideas with some clarity Show control in a generally organised and accurate piece of writing Use correct punctuation and paragraphing to enhance meaning Try to use some variety of sentence structure and links Spell mainly accurately
11 – 6	Communicate ideas with some success Show some use of paragraphs Show some accuracy and control of agreement, punctuation and sentence construction Employ a limited range of sentence forms Spell with some accuracy
5 – 0	Communicate ideas with limited success Show limited control in organising written language Write simple sentences Show limited accuracy in punctuation, sentence construction and agreement Spell some commonly used words accurately

Identify strengths and weaknesses after each script such as:

+ relevant clear structure varied vocabulary	- agreement unambitious
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ENGLISH LANGUAGE 7161, CHIEF EXAMINER'S REPORT

PAPER 1

General Comments

Candidates showed a real interest in the theme of humans' attitudes to animals and were genuinely moved by the kindness shown to the orphaned platypuses. This led to some lively writing and the expression of strong views! Most answered the questions in the order set and so gathered useful ideas from the passages to develop in their essay. It was pleasing to see far fewer prepared essays this summer, though a small minority began with question 9 and attempted to repeat a learned essay that related only very loosely to the title given. Regrettably, some of this minority were able writers, as seen in the rest of their answers, and gained fewer marks than they might have done had they written spontaneously.

Section A: Comprehension

In question 1 most candidates made a good start by scoring the full two marks, often by copying lines 16 and 17, beginning 'If you chain up your dog outside'. A few copied the whole of paragraph three and lost a mark because the first part is not related to the question of how domestic animals are threatened by wildlife: in fact, it refers to a lack of fear towards wolves and bears. A minority of those who put the answer in their own words forgot to include the time factor – that domestic animals would be attacked at night – and scored just one mark.

Many candidates scored one of the two available marks for 'nocturnal' and 'dusk' in question 2. Several offered 'black' (line 23) but this appears in paragraph 5 and candidates were directed to the first four paragraphs. In any case, the adjective is used in a metaphorical sense and does not give an impression of darkness in this context. A large number of candidates forgot that they had to select two single words, so that 'nocturnal mists' gained no marks. Those unable to find the right words guessed at words unfamiliar to them, such as 'schnapps' and 'Dylan', while several selected 'dinner', no doubt recalling the evening meal and its association with darkness.

Candidates who found English difficult struggled in question 3 to use their own words, which the question required. They often copied lines 32 to 35 and so gained no marks. Several were confused by the word 'incidents', but managed to convey the meaning of 'fatalities' with phrases such as 'mortal wounds' or 'deaths'. 'Fatal' was not acceptable as it did not show that the meaning of 'fatalities' had been understood. Better candidates sometimes scored the full four marks with answers such as – 'Wolf attacks have been rare in the past half-century and no-one has died. There is no necessity for wolves to attack humans and, in any case, they lack the know-how.'

Candidates did well in question 4, scoring three or four marks, when explaining why the cows did not fear the wolf. Some copied directly from Passage 2, which was acceptable. Time was wasted when points were unnecessarily elaborated upon. For example, it was sufficient, for two marks, to say that 'the wolf resembled a coyote or a ranch dog', without copying or rewording all of lines 3 to 6.

Question 5 (a) and (b) was well answered, with many gaining five or six marks. Candidates understood that the vets' main problem was how to feed the orphaned platypuses, but a few forgot to emphasise that these babies were still dependent on their mother's milk. In part (b) candidates easily identified how the vets tried to solve the feeding problem but often wrote too much, so wasting time. It was sufficient, for two marks, to say that the vets tried echidna milk and later a milk made from their own formula, without copying or recasting lines 25 to 28 in their entirety. Where a mark was lost in (b), it was usually because only one of three possible results of the tried solutions was identified.

Question 6, like question 3, required candidates to use their own words and proved a good discriminator between able and less able candidates. Copying of key words such as 'underweight' or 'undersized' was not allowed, unless they were explained. Hence, those who wrote 'Millsom was underweight and smaller than other platypuses' gained a mark for showing they understood the meaning of 'underweight'. An answer scoring the full four marks was: 'Millsom has grown used to being with humans. Because he is small, fierce, male platypuses may attack, or even kill, him.' Some responded in the form of a letter to or a direct conversation with a friend and both were acceptable.

There was evidence in question 7 that teachers had given good guidance to students on how to respond when asked to compare different passages. Many students scored three or more marks, and a significant minority were in the 6 to 8 range. Candidates were successful in remembering to give reasons for their choice of passage, with some quoting sensibly from the texts to support their views. However, the style and format of the passages were neglected, with some moving off-task to write the actual paragraph for the school magazine, or explaining why they preferred one animal to another, without relating this to the question. Answers scored highly when they focussed on why the writer thought the chosen passage provided the clearest information for the article, and why the other two were less useful. Marks were lost where candidates used apparently memorised statements describing the title as 'matter-of-fact' or 'evocative' or 'eye-catching', without justifying the view. It was unhelpful to say a passage was 'easier to understand' or 'boring' or 'more descriptive', without further explanation. Many candidates chose Passage 3 because they were captivated by the newspaper story of the two orphaned platypuses and felt that their fellow students would be interested to read about unfamiliar creatures. These candidates felt that writing about fierce wolves might scare some readers and, in any case, wolves were more familiar to people and hence less interesting. On the other hand, some candidates chose Passage 1 because they thought the surprising facts about wolves would interest many - for example, that wolves were not as ferocious as we might think and did not usually attack humans. Only a small minority chose the literary piece in Passage 2, but generally wrote very well about how one could infer points about the wolf's nature from its attitude to the cows.

Section B: Summary and Directed Writing

In question 8 candidates wrote with obvious enjoyment and considerable passion about humans' attitudes to animals. Unfortunately, some were carried away by their enthusiasm and wrote well over the 220 word limit. Examiners stopped marking at the end of the sentence in which the 220th word occurred. Hence, any relevant points mentioned beyond this limit did not score. Yes, examiners do count the words! Many students understood that humans hunted animals to make money, to enjoy the sport or to collect trophies for their walls. Several mentioned how officials could be bribed to issue false permits meant for game management, but some clearly did not understand the meaning of lines 25 and 26. As a result, their attempts to reword these lines ended in incoherent statements. Candidates were more successful in talking about the exploitation of animals than about the care humans show. In the second part of the talk, points were too generalised, lacking specific reference to wolves or platypuses. An example of part of a good answer focusing on the plight of Millsom and Thorpie was: 'Vets did their best for the platypuses by trying to make a milk to help them grow, and Millsom survived. The vets kept him in the sanctuary, though, because they knew he could not live safely in the wild.' This scored four content points. Several key ideas were missed because candidates moved away from Passage 1 and Passage 3 to write, for example, about elephants, tigers and rhinoceroses. A few candidates treated question 8 as an essay. While they had interesting ideas to share with examiners, they forgot the need to be succinct while focusing on the question set, and so failed to gain many content marks. Examiners were pleased to find less direct copying than in previous summaries.

Candidates tried very hard to use their own words and so convey their understanding of the passages. It was heartening to see many gaining three or four marks (out of four) for using an appropriate tone and showing awareness of audience.

Section C: Essay Writing

All three essay titles were equally popular this time and most wrote with commitment and enthusiasm. Even those who found the English language a difficult medium of communication had something interesting to say and seemed to do their best. In 9 (a) many wrote engagingly about the animal they found most fascinating. Examiners learnt a lot about dogs in particular, and, to a lesser extent, about cats, sharks, lions, tigers, eagles, and even homing pigeons! Some described how to look after a particular pet rather than why the animal fascinated them but, in general, answers were well informed and conveyed the writers' love of animals. In 9 (b) there were some well-structured narratives about how someone suffered because of another's lack of knowledge. Stories centred around car accidents, medical errors and cooking disasters, to name a few, and conveyed to the reader a clear sense of character and place. Sometimes the story focussed on a lack of common sense rather than on a lack of knowledge, but nearly all came to a satisfying conclusion. In 9 (c), the discursive essay on dangers in this world, candidates argued fervently that, indeed, life was precarious because of, for example, wars, pollution, crime and disease. Some candidates continued the theme of human attitudes to animals, talking of how man's greed has led to the impending extinction of several species. A few presented a balanced view of life today, showing how the advance of technology has led to a safer life in one respect, but has created new dangers, too. Answers covered a wide range of issues, but sometimes became a list of dangers, superficially discussed, rather than a developed argument about a particular danger.

In terms of expression, most candidates put across their ideas clearly and there were some excellent answers with wide vocabulary, accurate use of punctuation to help meaning, careful manipulation of verb tenses and variety of sentence structure. Effective use was made of the short sentence. Candidates continue to find certain aspects of grammar and word usage difficult to manage. For example, verb endings – such as, 'a parrot screech' for 'a parrot screeches' – were inaccurate, and conjunctions such as 'and', 'but', 'so' were overused. There was confusion between 'live' and 'stay', 'make' and 'do', 'say' and 'tell'. Some misuse of prepositions – such as 'at', 'to', 'in' – was noted. Weaker essays had many basic errors and a limited vocabulary, so it was not clear what the writer was trying to convey. In such essays, narratives were action-driven, with too little description to give the reader a chance to reflect on what was happening. However, nearly all candidates succeeded in keeping an examiner's attention by giving the impression that they really wanted to communicate something interesting.

ENGLISH LANGUAGE 7161, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	59	49	40	35	29

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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