

Mark Scheme with Examiners' Report

GCE O Level English Language
(7161)

January 2006

ENGLISH LANGUAGE 7161 MARK SCHEME

Section A: COMPREHENSION (30 marks)

Mark questions 1 to 8 according to the following mark scheme and put the mark for each answer in the right-hand margin.

Passage One

1. In the conversation about the birthday party,
- (a) why does the speaker think she and her friend should go to the party?
- as other people will not be going/because Corinne is not popular
- (b) Why does the writer change the girl's name?
- to avoid "Corinne" being identified/protect her identity 2 marks
2. Near the beginning of the article (line 9) the writer says the mobile user has no 'self-consciousness'. What aspects of her behaviour show this?
- Any three from:**
The volume of her speech/laughter or she talks/laughs loudly
The pitch/frequency/tone of her voice
Confident demeanour/body language/walks in a confident way
Apparent unawareness of surroundings/others' presence
Use of identifying detail in conversation 3 marks
3. What sort of conversations are we likely to hear on the way to work, according to the passage?
- Arguments
Expressions of affection
Progress reports (on journey)
Bulletin alone=0 3 marks
4. Using your own words as far as possible, state what **three** aspects of ourselves and our lives we might reveal to strangers when we use a mobile phone?
- Mark first three only**
Key words must be changed
How we talk/language/nationality/where we come from
Our jobs
Our leisure activities/what we do outside/after working hours
Our feelings 3 marks
- N.B. accent = 0**
what we do for a living = 0
stuff/non-working hours = 0
rows/re-statements = 0

Passage Two

5. Give **four** different actions which parents, police or manufacturers could take to make owning a mobile phone safer for children.

If not conditional/future, -1

Mark first four only:

Warn/advise children to be very careful/aware of risks when using one (parents)

Find/note serial number (parents)

Security mark phone (parents)

(Increase) police presence in places young people gather (police)

Make phones less appealing to thieves (manufacturers)/parents

should pressurise companies to make phones less appealing to thieves.

4 marks

Wrong subject invalidates

6. Give **two** reasons why parents would be happy for their children to have mobile phones and **two** reasons why they would not want their children to have one.

Mark first two as a) and next two as b), unless clearly marked otherwise mark first two only

(a) sense of security/comfort/can be contacted if a problem
/feel a lot better
knowing they can contact them/know where they are
practical reasons (such as requests for shopping)/do a favour

(b) risk of danger - theft
risk of danger - physical harm/mugging
lift lines 29-30 = 1

4 marks

7. According to the passage, what advice should parents give children about using their mobile phones in public?

Any three of following:

hand it over if threatened

don't flaunt it in public/hide it/use it discreetly/keep in pocket

treat it like money (with care)

take extra care in crowds of young people

3 marks

8. **Now consider both passages.**

A friend is considering buying a mobile phone. Which passage would you recommend as useful for them to read, and why? You should comment on content and style. You may choose either passage, but should also explain why the other passage would be less useful.

8 marks

The following are possible reasons candidates may give; allow other relevant suggestions. Tick each one credited, and indicate points of style and language.

Remember they need to make choice clear, and comment on the other passage, with reasons for rejection.

Passage One

For	Some lively touches - descriptions, direct speech Voice of writer Balance of narrative and factual data Interesting information/statistics (or detail) Movement/shape of argument - through narrative, facts, personal touches.
Against	Off-putting to be reminded that others can hear conversations/ learn about speaker Mixture of formal with informal Feeling of criticism of public conversations British focus mainly

Passage Two

For	Range of ideas/information Range of speakers/voices/styles including teenager Layout/focus on question in title Balance within sections Sensible advice re not arguing with thieves Sensible advice re security
Against	Rather frightening/off-putting content about society - businesses and thieves Some emotive language Some implied criticism of young people No clear conclusion

8 marks

- 8 - 6 Clear choice and understanding with range of supporting reasons and focus on purpose. Reference to style/ language features, with examples. Clear reasons for not choosing other passage.
- 5 - 3 Refers to both passages, showing understanding. Some justification of choice. For top of band must refer to style, language, layout features.
- 2 - 1 Few relevant observations. May refer to only one text. Limited understanding shown.

Section B: SUMMARY (35 marks)

9. Your school or college is holding a debate on the motion: "Mobile phones should be banned in public places."

Using information from both passages, write **two** speeches, one **supporting** and one **opposing** the motion. Use your own words as far as possible, and do not write more than 240 words in total.

Count to 240, deleting any words after end of that sentence.

Content

Selection is likely to be from the points indicated below, but other relevant points or inferences may be rewarded when considering style. Tick any points deserving note, **up to 15**. (20 possible given here)

Supporting banning of mobile phones:

1. liable to be stolen/attractive to thieves
2. user liable to be attacked (by muggers)
3. Invades others' space/privacy
4. Noisy
5. Reveals private/personal information + any **three** from: love, hate, domestic arrangements, accent, job, social life **OR** any **four** of the above examples
Shopping/food/diet = 0
6. (Commercial) pressure
7. (Extra) policing may be needed

Against banning of mobile phones:

8. Can use for calling friends/communication
9. Useful for busy people
10. Feeling of security for owner/user
11. Feeling of security for parents/contactable/know where user is
Any two points from these three
12. Useful in emergency
13. Useful in practical situations/requests/if late
Any two points from these three
14. Can use for texting
15. Not dangerous **if used with care**

Look for tone and audience appropriate for debate/sense of argument/use of rhetoric/rebuttal of points in second speech.

Please indicate with a T where you feel the candidate has achieved these elements, and add a mark (0 to 5) after the mark for content out of 15. This sub-total should be added to a mark of up to 15 for Expression and Accuracy as in the table below, and total transferred to the margin.
Argumentative essay - max 1

Section B: Mark Grid for assessing expression and accuracy.

Mark range 15 - 13	Candidates should be able to: Write in a form appropriate to a debate Use an appropriate argumentative register for purpose Use the standard grammatical forms and idioms of English Show confident use of a range of sentence structures Show considerable skill in organising ideas/countering arguments Write very accurately with regard to spelling and punctuation Express ideas with lucidity and precision Describe vividly using own words and phrases Show control in sustaining theme and tone with clarity of expression
12-10	Write two clearly different speeches Show sense of purpose in tone Write clear Standard English Write with a variety of sentence structures Demonstrate skill in organising material/handling argument Use mostly accurate spelling and punctuation Use apt and varied vocabulary, showing a clear attempt to use own words and phrases Show ability to sustain theme and tone
9-7	Show some sense of purpose and format/two speakers Write Standard English reasonably clearly Use some skill in organising material/selecting points Write with some variety of sentence structures Use mainly accurate spelling and punctuation Write with appropriate wording and mostly own words and phrases
6-4	Show a limited awareness of purpose and audience Write understandable English Use at least two types of sentence structure Show some organisation of ideas/sense of dialogue Show some accuracy in spelling and punctuation Write with appropriate vocabulary, but some may be copied from passage
3-1	Write at a level of basic coherence in English Write simple sentences Show a basic understanding of the conventions of spelling and punctuation Demonstrate only minimal original expression Demonstrate little understanding of task/two sides of argument

NB Maximum 6 if only one speech reached in word limit or not direct speech

Section C: ESSAY (35 marks)

Choose one of the following titles on which to write in an interesting way. You may wish to adapt ideas from the passages, but direct copying will be penalised. Write between 350 and 400 words. You should spend about one hour on this section.

10. (a) Televisions were said to mean the end of conversation; telephones the end of letter writing.

Write about some examples of modern technology which have had a great impact on family life in your generation.

(b) "I'm glad it didn't happen to me!" Write about an incident, real or imaginary, where this sums up your feelings.

(c) What qualities do you look for in friends?

35 marks

Section C: Mark Grid

Mark range	Candidates 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 Use a range of vocabulary, spelt with considerable accuracy
23 - 18	Use Standard English with accuracy Communicate relevant 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
17 - 12	Use a wide vocabulary, mainly accurately spelt 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 linked to title 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

Please underline errors in spelling, punctuation, grammar and general expression.

Identify strengths and weaknesses after each script, eg

relevant	+	repetitive
varied expression		over-long introduction
personal voice		sentence boundaries

Chief Examiner's Report , 7161 January 2006

General comments

Candidates are strongly advised to tackle the questions in the order they appear on the paper and to read though all the questions in each section before they start to write. It was noticeable this session that many confused the questions in the comprehension, thus often losing marks for two or more questions. Careful reading of the questions, as stronger candidates managed, would have avoided such confusion or repetition of material. Centres are also reminded to advise their students to avoid including their own ideas and opinions in the comprehension and summary/directed writing. It was clear that the topic, the increased use of mobile phones and the possible nuisance and dangers involved, was of interest to the candidates, but unfortunately led many of them into ideas outside the passages, such as the perceived danger of brain damage. They should concentrate on the material in the passages in their answers to these sections, allowing themselves more originality in the essay question.

Section A Comprehension

1. Many candidates started confidently with a correct answer to a), to support 'Corinne' as she's not very popular and not many others will be going to the party. Most did not follow through the reasoning that her name was changed so she would not be identified as not being popular, 'to protect her from humiliation' as one candidate succinctly phrased it. Most merely repeated 'as she's not popular' or created another reason for b).
2. Although many identified the loud volume and pitch as evidence of the speaker's lack of self-consciousness, few noted one of the other elements of her behaviour or demeanour. The indication of 3 marks for this question should show candidates that there are three points to find.
3. It was disappointing that many did not read the question carefully enough, as indicated above. The answers are found in lines 23 to 27, not in the lines before or after. The clues are 'before they leave for work ... on the bus... on their journey to work.'
4. This was the only 'own words' question and many managed to re-phrase the three aspects, from a possible four, using phrases such as 'the way we speak', 'our country/language', 'how we earn our money', 'what we do in our free time', 'our hobbies' or 'our personal feelings'. Others, however, either gave the answers for question 3 here, or failed to put the ideas in their own words, thus losing all the marks for this question.
5. This question asked for actions which could be taken by parents, police or manufacturers, not advice about mobile phone use, which appeared in 7. Many candidates confused these questions or repeated material. There were also many who lost marks by vagueness, parents giving advice on the use of phones, rather than the risks, or duplicated answers - manufacturers making stolen phones worthless and parents pressurising them to make them less desirable are alternative answers. Marks were also deducted if the wrong subject was attributed to an action or the action was described as already happening.
6. Although most students could distinguish between reasons for parents to be happy for their children to own mobile phones and negative feelings about ownership, many either reiterated the question in a), using a phrase such as 'they would feel better' without the detail of why, or repeated information, such as 'they know where they are' and 'they can contact them'. Similarly in b), the distinction between theft and physical harm needed to be made clear for 2 marks, so 'crime' and 'crime and theft' or 'crime and mugging' was not specific enough.
7. This was another question which needed careful reading, to establish the requirement for advice. Those who did understand the question usually correctly identified the need for discretion or to hide it and advice to hand it

over if threatened and to treat it like money, with the same care, but fewer identified the need for extra care in crowds of young people.

8. In spite of clear indication in the question, in in-service training and in the support material on the website, many candidates are still losing marks by concentrating on content, only referring to style in general terms which could apply to any passages and not supporting their answers with apt quotations or line references. Some refer to punctuation, but again this is only useful if this is supported by example and reasons; a reference to dashes, which were in fact hyphens, showed lack of understanding. Some write at great length, but cannot achieve more than half marks as they are just summarising the passages, even though using the points to justify their choice.

Most chose the second passage, with reasons such as the greater relevance to their age group, advantages and dangers of mobile phone ownership, a wider spread of writers, more effective use of photographs and paragraphing. One candidate commented on 'a much more casual style shown through the conversation on the phone at the beginning of passage one, while passage two gives a much more scientific approach with opinions from various qualified people.'

Amongst the few who chose the first passage, one noted, 'as it is derived from phone conversations my friend would find it much more personal. The opening has a narrative touch which would engage my friend. There are lots of little realistic conversations that ordinary people have over the phone. There is some factual information which he would find useful as reference. He would probably find the idea of people unintentionally 'eavesdropping' on others' conversations hilarious. The passage is personal and anecdotal and it has a relaxed setting. There is also a lot of humour as 'the slim guy ... jumps and scrabbles in his pocket.'

These examples should reassure you that the references to style do not need to be highly technical to be rewarded, but they do need to be relevant and focused, with some examples or references to the passages.

Section B Summary and Directed Writing

9. The majority of candidates observed the rubric, writing two contrasting speeches, though some wrote a dialogue or a discursive essay, thus losing bonus marks for tone and audience. They could still score content points, although sometimes it was difficult to establish which viewpoint was being expressed in different sections of the answer. Many showed familiarity with the conventions of debating, but some used unnecessary words repeating the wording of the motion too frequently. The word allowance was increased this time to allow for some development of addressing the audience by each speaker. The best candidates showed a flair for rhetoric, awareness of audience and rebuttal of the opponent's points which could be rewarded separately from expression and accuracy.

There was less evidence of lifting this time, though some key phrases, such as 'targets for crime' and 'at risk of becoming a victim of street crime and theft' appeared frequently. Many points, such as the examples above, were repeated, which reduced the number of content points awarded. Some students also, as indicated in the introductory remarks, forgot to limit themselves to the ideas in the passages and included their own ideas, either the possible health dangers of mobile phone use or anecdotes about accidents caused by inattention whilst on the phone or the distractions caused by phoning or texting whilst in class and the discipline or academic problems which ensued. These ideas would have been better included in an essay, as often writers exceeded the word count with such digressions. Some answers were much too long, totalling 240 in the first speech alone, which not only limited the content points but reduced the marks available for tone and expression and accuracy.

The best writers responded really well to the demands of the task, selecting and re-phrasing apt points and writing with verve, fluency and enthusiasm. Such speeches were a pleasure to read.

Section C Essay

10. a) The title asked for examples of modern technology which had impacted on family life, and the best candidates developed their ideas with that focus clearly in mind. Mobile phones figured very often, which was quite acceptable as long as the wording was original. Others ranged through domestic appliances, computers, robots and transport, again with comments on their impact on family life. Less successful writers produced a general essay on technology, without the relevant focus, and could not score highly.
10. b) There was a wide variety of achievement here, with the best sustaining tension in clear, coherent narratives with a philosophical twist. Far too many others, however, used the title as an opportunity to produce 'set pieces' of recognised stories, with the title appearing at the end, if at all. These were often laced with inappropriate flowery descriptions or quotations, so even competent candidates, having showed fluency in the summary, reduced their potential marks because of irrelevance, forced relevance or inconsistent style. Such candidates would be far better advised to write original essays rather than struggling to remember other people's ideas.
10. c) Responses to this title, on the qualities looked for in friends, varied between those who wrote undeveloped lists, with much repetition of content and phrasing, to those who enlivened their writing with anecdote, dialogue, humour or pathos. Most essays on this theme were relevant and many revealed aspects of life, family and education which created a voice for the reader.

Although most candidates can communicate their ideas, there are still repeated errors which limit the marks for this section. These include mixed tenses, especially in a narrative; verb forms in general, with overuse of the continuous tense; inappropriate idiom and lexical choices; confusion of modal verbs; missing articles; run-on sentences or too many verbless sentences.

Some common errors noted by examiners were: stay/live, 'at my back' for 'behind', 'dress up' for 'dress', 'make friendship' for 'make friends', 'luggages' for 'luggage', and the usual homophones, such as their/there.

Simple sentences or over-use of conjunctions and repetition of structures and phrases, also limit the mark obtainable.

There was some really excellent writing which stood out because of the flair, originality, confidence and overall structure and cohesion. One such essay ended 'I should be able to go window shopping at the new store near my house, watch the latest Hollywood flicks and dance mindlessly to the latest music video without having to worry that my friend is thinking of me as an 'uncool' person. A friend is someone I can be my unadulterated and unalloyed self with.'

A candidate who has the confidence to write like this in exam conditions is to be praised and the papers of such writers are a delight to mark.

There will be further examples of answers at a range of levels in the support material, which will appear on the website later in the year.

ENGLISH LANGUAGE 7161, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	60	50	40	35	29