

Mark Scheme January 2007

GCE O LEVEL

GCE O Level English Language (7161)

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Section A: Comprehension (30 marks)

Passage One

1. Why does Maria's mother call her the 'Lady of the Ice'?

Award one mark for each of the following:

- Maria/she had been skating since she was young. (Allow: '*she had been born with skates on her feet...*' or that she '*had skated for as long as she could remember.*')
- She is a naturally-talented/very good skater/becomes good very quickly. (Allow any lift from the first paragraph which demonstrates this - up to but not beyond - '*and, later...*', but don't give a mark for: '*she had been born with skates on her feet...*' if you have already given it a mark for bullet-point one.)

This question does not ask candidates to use their own words, nor does it specify that only a certain number of points are being asked for. Therefore, the copying out of paragraph one will gain the two marks available as, indeed, will the lifting of the fourth sentence.

(2)

2. What two important events occur in Maria's life in the year that she joins the travelling skating company?

Mark first two only. Award one mark for each of the following:

- Her mother dies.
 - She meets Pierre/her skating (or dancing) partner.
- Do not allow: '*She meets/marries Andrei.*'

(2)

3. In your own words, explain how the reader knows that Maria becomes very successful as an ice dancer shortly after this.

Award one mark for each of the following, up to a maximum of three:

- Her dancing is (described as being) beautiful/superb/lovely/wonderful/perfect etc.

(Do not allow: '*exquisite*'.)

- She was highly praised/appreciated.

(Do not allow: '*won acclaim*'.)

- She becomes famous/a celebrity/she has many fans.

(Do not allow: '*a star*'.)

- Lots of people/crowds/huge or very large number of people come to watch her.

(Do not allow: '*capacity*', although audiences is fine, if suitably qualified.)

- She is written about in the newspapers with enthusiasm/warmth/passion/the press were fascinated with her.

(Do not allow: '*rave*' or '*notices*', but '*press*' is fine if suitably qualified.)

- Maria and Pierre/the couple are congratulated/respected/applauded etc. by a large number of people/at all their performances/all over the country etc.

(Do not allow: '*praised*' - or any other form of this verb - or '*wherever they went*'. The simple '*As a pair...*' or '*she and Pierre...*' are allowable.

(3)

4. In what **two** ways does Andrei show that he is falling in love with Maria even **before** she speaks to him?

Mark first two only. Award one mark for each of the following, up to a maximum of two:

- (We are told that) he begins to love her slender body.
- He watches her skating for hours/a very long time/constantly/at every opportunity/everyday/day after day/wherever he had time/in his free time.

Do not allow: '*Leisure time*'

- He gives/makes her a beautiful/scarlet dress.

(Make sure that you count every irrelevant sentence as 'an attempt' here, unless it is - quite clearly - a valid introduction to the question or an obvious elaboration.)

(2)

5. In your own words, explain how you can tell that Andrei is still jealous of Pierre after he has married Maria. You should make **three** different points in your answer.

Mark first three attempts only. Award one mark for each of the following, up to a maximum of three:

- He wants to take her on holiday/take a break/have a rest.

(Do not allow the whole lifts: 'take a rest from dancing'.)

- He mentions this twice/again/repeats it/during the (skating) season.

(Do not allow the whole lift: 'renewed his request' / 'enjoy a sightseeing tour'.)

- He is furious/distraught/angry/has angry expression etc. when she disagrees with *this* request.

(Do not allow: 'his face twisted in annoyance' or any part of the verb 'to annoy'.)

- He says that he doesn't want Maria to dance with Pierre any more/wants her to change dancing partners.

(Do not allow: 'prefer'.)

- He can't bear to hear the name of Pierre spoken/became totally depressed/enraged at the mention of Pierre

or

She doesn't believe that she loves him and not Pierre.

(Do not allow: 'had had to watch her for hours in the arms of another man' / 'Her protestations were in vain' / 'angry depression' / 'disgusted'.)

(3)

6. Do you feel more sorry for Andrei or for Maria in this story? Write a paragraph in which you give clear reasons for your choice, making sure that you mention **both** characters in your answer.

As always, please use your professional judgement here - having read the following table carefully - but do remember that candidates have been asked to write *just one paragraph*. Do not penalise them if they have written more, but do be aware that it should be absolutely possible to gain full marks in, say, five or six sentences.

5 - 6	<ul style="list-style-type: none"> • A choice is made as to which character is preferred, and both are discussed. • There are some comparisons made or implied between the two. • <i>Some</i> insight is shown into one or both characters/ there is evidence of lively personal response. • Points are specific/substantiated, but quotation - although perfectly appropriate - is not a requirement here.
3 - 4	<ul style="list-style-type: none"> • A choice is made as to which character is preferred - and both are discussed - or (for three marks only) a good response to one is given. • Some adequate reasons are given for the choice made. • There is some - albeit fairly general - reference to the story.
1 - 2	<ul style="list-style-type: none"> • A choice is made as to which character is preferred, or one is discussed with some - albeit limited - degree of understanding. • The answer may, typically, be extremely brief or contain certain misunderstandings but will have <i>some</i> appropriateness/sense of one or both characters.

(6)

7. Give **two** precise reasons why, according to **paragraph one of Passage Two**, one person might feel jealous of another.

Mark first two only. Award one mark for each of the following, up to a maximum of two:

- If he/she has more money than you do.
- If he/she gets a (good) job when you are unemployed.
- If he/she does better academically than you do.

Lifts from the first paragraph of Passage Two - which express these points - are allowed here. Allow the lifting of the first sentence as a valid introduction rather than a first attempt, but be aware that the second sentence must be taken as an attempt, and is not sufficiently precise i.e. sentiments such as 'because he has done better than you' or 'because he is successful' are not precise enough.

(Do not allow: '*You crave his success*' / '*You want what he has*')

(2)

8. Select **four** single words/short extracts from this text (up to a maximum of five words each) which mean the same as, or strongly suggest, being jealous or jealousy.

Mark first four only.

Award one mark for each of the following, up to a maximum of four:

- (You) crave his success;
- (You) want what he has;
- (This) destructive passion;
- (a/the) green-eyed (monster);
- (green with) envy/(once-)envied (money);
- (A man who) resents (another);
- (This) disease of the mind.

Count the first five words in each attempt here, and allow for valid introductions.

(4)

9. Although these passages have some things in common, they have been written in very different ways. Explain which one you prefer and why, commenting on the similarities and the differences that you have noticed between them.

You must include comments on the language and style of both passages in your answer. Use your own words as far as possible but include brief quotations from both passages to support your answer.

Use your professional judgement - along with the chart printed below - to award a mark out of six for this question.

5 - 6	<ul style="list-style-type: none"> • Several clear differences/similarities between the passages are stated. • There are <i>some</i> focused and appropriate references to style, language, tone or genre, interest for potential readers etc • <i>Some</i> brief quotations or detailed references are included. • It is clear that the candidate has <i>appreciated/shown some insight</i> into the passages. • A choice is made as to which passage is preferred.
3 - 4	<ul style="list-style-type: none"> • The candidate outlines two or more basic differences/similarities between the passages. • <i>Some</i> mention of style, language, tone, or potential audience etc is made, although these will not necessarily be substantiated with specific quotations. • Some understanding of both passages is shown. • A choice is made as to which passage is preferred.
1 - 2	<ul style="list-style-type: none"> • The candidate makes one or two relevant points. • <i>Some</i> limited understanding is shown. • (Both passages must be referred to for 2 points*. A <i>simple</i> explanation as to why one passage was liked could score 1 point.)

(6)

**Exceptionally, a very good analysis of one passage - which is clearly the one that the candidate prefers/does not prefer - can score a maximum of 3 marks.*

Section B: Summary and Directed Writing (35 marks)

10. Imagine that your best friend is jealous because his or her younger brother or sister has been offered an excellent job. Your friend, however, who really wants a job, has not managed to get one.

Referring only to Passage Two, write a letter to your friend in which you:

- explain what jealousy is /give examples of it
- talk about the dangers of jealousy and
- give advice about what he or she should do to feel better.

Use your own words as far as possible. You will lose marks for direct copying.

Do not write more than 220 words in the main body of your letter.

Please count 220 words, then cross out the rest of the answer from the end of that sentence. (Do not count the address, date, Dear Sir, Yours faithfully etc. in the word count - just look at the 'main body' of the letter.)

Content (14 marks)

Tick up to 14 points deserving note from the list below. Please number points.

Content Points:

Explanation

1. Jealousy can be caused by many things/one might do better than another/any 'dictionary definition' of it.
2. It can be provoked by someone with more money than you.
3. ...by someone who gets a job when you haven't got one.
4. ...by someone who does better academically than you.

Dangers of jealousy

5. It can make you ill/sick
6. It can ruin/destroy your life/ruin what you have.
7. It can take years off your life/lead to an early death.
8. It has been compared (by Shakespeare) to a 'green-eyed monster'/is like a monster.
9. It consumes/takes you over/devours you/eats you up.
10. It can make you unappreciative of your own life.
11. A jealous man is often hated by others (not 'dislike')

Give advice

12. You can be cured of/get over jealousy/can be made better.
13. It can help to make a list of the good things in your life/count your blessings.
14. This might be difficult to do at first.
15. Any one point from the passage which gives an example of the 'good things in life' i.e. health/friends/beautiful country.
16. It is a common/normal/human emotion.
17. You shouldn't feel/be made to feel guilty about/it is not a crime/evil.
18. You should admit/recognise/concede/come to terms with the fact that you feel jealous.
19. ...and then forget about it/ let it go/ try to improve your own life/be pleased for others.
20. You might be rewarded - or any example, such as 'get a job'/warmth and affection.

Tone and Purpose (6 marks)

Use your professional judgement and the grid below to award each candidate a mark out of 6 for this category.

6 - 5	<ul style="list-style-type: none">• The candidate makes <i>successful</i> attempts to communicate the fact that they are writing to their best friend/are being sympathetic. (Of course, this may involve being humorous, appropriately abrupt etc.)• These feelings/thoughts are <i>sustained</i> throughout the letter, rather than just being referred to at the beginning and/or end.• An appropriate, consistent voice is established through use of style, vocabulary and detail.• There is a clear awareness of audience.
4 - 3	<ul style="list-style-type: none">• The candidate makes <i>some</i> attempt to communicate the writer's concerns/thoughts, although - perhaps - in just one or two places.• Voice, style and vocabulary are appropriate, but not necessarily sharply convincing or consistent.• The letter is written in the first person.• There is <i>some</i> awareness of audience.
2 - 1	<ul style="list-style-type: none">• The candidate makes limited/very brief references to the writer's concerns, intentions and feelings.• Voice, style and vocabulary are not entirely <i>inappropriate</i>.• There is <i>some</i> indication that the text is a letter.

Expression and Accuracy (15 marks)

Section B: Mark Grid for assessing style, audience, expression and accuracy.

Mark range 15 - 13	Candidates should be able to: Write in a form appropriate to a letter Use an appropriate register for purpose Use the standard grammatical forms and idioms of English (allow colloquialisms) Show confident use of a range of sentence structures Show considerable skill in organising ideas 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 a letter Show sense of purpose in tone and argument Write clear Standard English Write with a variety of sentence structures Demonstrate skill in organising material 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 Write Standard English reasonably clearly Use some skill in organising material 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 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

Section C: Essay (35 marks)

11. Choose **one** of the following titles on which to write in an interesting way. Do not base your answer directly on the content of either of the passages in the examination paper.

You are advised to write between 350 and 400 words.

Either

a) The Unexpected Gift.

Or

b) Tell a story (true or imaginary) in which a good friendship or relationship is damaged because of an argument or disagreement.

Or

c) 'We should always show our emotions and let other people know how we feel.' To what extent do you agree with this statement?

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 Use Standard English with accuracy
23 - 18	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 Use a wide vocabulary, mainly accurately spelt
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 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.

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