

# Mark Scheme (Results)

## January 2008

GCE O Level

GCE O Level English Language (7161/01)

## Section A: Comprehension

Question Number	Question	
1	Give the <b>three</b> main problems in freeing the submarine.	
	<b>Answer</b>	Mark
	Mark first three attempts only <ul style="list-style-type: none"> <li>• The depth - 190m</li> <li>• The nets/debris/wire</li> <li>• Anchor</li> <li>• Time pressure</li> <li>• Possible breakdown of rescue vehicle</li> <li>• Cutting one rope which was out of reach</li> </ul>	(3)

Question Number	Question	
2	State the <b>three</b> main difficulties for the crew inside the submarine.	
	<b>Answer</b>	Mark
	Mark first three attempts only <ul style="list-style-type: none"> <li>• The cold</li> <li>• Limited oxygen/deadline/time management</li> <li>• Possible poisoning</li> <li>• Limited space</li> <li>• The deadline/time running out</li> <li>• Shortage of water</li> </ul>	(3)

Question Number	Question	Mark
3	Why did the captain write a letter to his wife?	
	<b>Answer</b>	
	Award one mark each for any of the following: <ul style="list-style-type: none"> <li>• He was pessimistic because the Russians were trying to rescue them</li> <li>• He wrote to say goodbye/thought he was going to die/thought it was hopeless</li> </ul>	(2)

Question Number	Question		
4(a)	In your own words, explain what two things the crew did when they were told that the rescue had begun		
	Answer	Reject	Mark
	<ul style="list-style-type: none"> <li>They stretched out on the floor of the sub</li> <li>They counted the time until rescue (anything with the implication of waiting)</li> </ul>	<ul style="list-style-type: none"> <li>'lay flat'</li> <li>'began to wait'</li> </ul>	(2)

Question Number	Question		
4(b)	In your own words, explain what the captain felt when he heard the British were leading the rescue.		
	Answer	Reject	Mark
	<ul style="list-style-type: none"> <li>He felt optimistic</li> </ul>	'hopeful'	(1)

Question Number	Question		
5	Imagine you are the Russian captain. Write the letter to your wife which is referred to in line 12. Do not write more than 75 words.		
	The following list includes the main elements expected, but reward other valid points.		Mark
	1 <sup>st</sup> and 2 <sup>nd</sup> person mainly Recognisable letter style Use of names Reasons for writing, including sadness, despair at thought of likely outcome, pessimism re Russian navy rescue attempt, farewells, expression of love, messages to family Possibly elation at news of British intervention		(5)

Question Number	Question		
6	State how the fisherman knew where Boy Blue had gone under the water.		
	Answer		Mark
	<ul style="list-style-type: none"> <li>The children pointed</li> <li>He could just hear his scream (echo)</li> </ul>		(2)

Question Number	Question		
7	In your own words, give the main feelings of the fisherman in this passage. Support your response with quotations from the passage.		
	Acceptable Answers	Reject	Mark
	Repugnance/revulsion/repulsion  Regret/sorrow/guilt  Coldness  Fury, temper, annoyance	disgust, useless dead thing  repentant/sorry  marble eyes, impenetrable stare  angry, terror, snarled, shouted	(4)

Question Number	Question		
8	"We were stunned by the impertinence of the words." (line 25) Explain why the other children thought Boy Blue was impertinent.		
	Answer		Mark
	Mark whole answer, crediting any two of following points: <ul style="list-style-type: none"> <li>• Blue Boy appears to contradict him</li> <li>• The fisherman had saved his life</li> <li>• They were scared of him</li> </ul>		(2)

Question Number	Question	
9	If you were asked to give a talk on adventures, which passage would be the most useful for your talk, and why? You should refer to both content and expression in your answer. Use your own words as far as possible, but include brief quotations to support your choice. Give reasons for not choosing the other passages.	
	Answer	Mark
	Indicative content	
	<p><b>One</b></p> <ul style="list-style-type: none"> <li>For - Clear facts, short paragraphs, direct speech, sense of drama and emotion</li> <li>Against - specific countries/geography; some technical terms and figures</li> </ul> <p><b>Two</b></p> <ul style="list-style-type: none"> <li>For - dramatic language and content</li> <li>Human element - names, details of physical and emotional impact, mood changes; use of direct speech.</li> <li>Against - more complex structures and language</li> <li>Flat ending</li> </ul> <p><b>Three</b></p> <ul style="list-style-type: none"> <li>For - drama, use of name with connotations, imagery, simple style, dialogue, character, mystery, personal involvement of storyteller.</li> <li>Against - repetitious style, some lack of setting/detail, ending.</li> </ul> <p><b>Notes</b> Read the whole answer and use the levels grid below to decide a mark, using your professional judgement.</p>	(6)

Level	Mark	Descriptor
Level 1	1-2	<ul style="list-style-type: none"> <li>Few relevant observations.</li> <li>May refer to only one or two texts.</li> <li>Limited understanding of passages.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>Refers to at least two texts, showing understanding of meaning and differences.</li> <li>Some justification of choice, including some indication of style.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>Clear choice with supporting reasons, showing good understanding and some analysis.</li> <li>Reference to style/ expression features, with some examples.</li> <li>Reasons for not choosing other passages.</li> </ul>

## Section B

Question Number	Question	
10	<p>Imagine that one of the crew <b>and</b> one of the rescuers are each asked to write a newspaper report about their feelings and experiences before, during and after the rescue.</p> <p><b>Write both reports, using your own words as far as possible. You are advised to write approximately 150 words for each report.</b></p>	

Mark Range	Relevant content	Style and approach	Quality and accuracy of expression
1 - 7	<ul style="list-style-type: none"> <li>Offers a limited amount of relevant information from at least one passage</li> </ul>	<ul style="list-style-type: none"> <li>Mainly chronological recount</li> <li>Limited attempt to adopt voices</li> </ul>	<ul style="list-style-type: none"> <li>Understandable English</li> <li>Simple sentences</li> <li>Limited use of own vocabulary</li> </ul>
8 - 14	<ul style="list-style-type: none"> <li>covers all 3 bullet points as appropriate.</li> <li>2 reports written but possibly skewed towards just one</li> <li>Main emphasis on experiences</li> </ul>	<ul style="list-style-type: none"> <li>Possibly flat recount</li> <li>some sense of audience</li> <li>some attempt to present 2 voices</li> </ul>	<ul style="list-style-type: none"> <li>understandable Standard English</li> <li>simple sentence structures</li> <li>attempt to use own words</li> </ul>
15 - 21	<ul style="list-style-type: none"> <li>covers all 3 bullet points as appropriate.</li> <li>2 reports written</li> <li>Presents adequate material</li> <li>Pays some attention to feelings as well as experiences</li> </ul>	<ul style="list-style-type: none"> <li>Possibly limited to two straightforward, chronological narratives (in 1<sup>st</sup> person)</li> <li>Attempt to adopt personae</li> <li>Attempt to engage audience</li> </ul>	<ul style="list-style-type: none"> <li>Clear Standard English but with some errors of grammar and agreement</li> <li>Spells some complex and apt vocabulary accurately</li> <li>Clear attempt to structure</li> </ul>
22 - 28	<ul style="list-style-type: none"> <li>covers all 3 bullet points as appropriate.</li> <li>2 reports written</li> <li>Offers substantial and appropriate material</li> <li>Examines feelings as well as experiences</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to newspaper</li> <li>1<sup>st</sup> person used</li> <li>Fairly successful adoption of appropriate tone and 2 personae</li> <li>Engages audience successfully</li> </ul>	<ul style="list-style-type: none"> <li>Clear standard English</li> <li>Variety of sentence structures</li> <li>Material skilfully structured</li> <li>Mostly accurate SPG</li> <li>Apt and varied vocabulary</li> </ul>
29 - 35	<ul style="list-style-type: none"> <li>covers all 3 bullet points as appropriate.</li> <li>2 reports written</li> <li>Re-works well-chosen and relevant material from both passages</li> <li>Shows full understanding</li> <li>Extensive exploration of both experience and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to newspaper</li> <li>1<sup>st</sup> person used</li> <li>Successful and consistent adoption of appropriate tone and 2 distinct personae</li> <li>Engages audience with possible flair or sense of drama</li> </ul>	<ul style="list-style-type: none"> <li>Confident use of Standard English</li> <li>Wide range of sentence structures and vocabulary</li> <li>SPG used accurately to create nuances of meaning</li> <li>Lucid and precise</li> <li>Own words and phrases</li> <li>Controlled, sustained and structured</li> </ul>

## Section C

Question Number	Question	
11	<p>Choose <b>one</b> of the following titles on which to write in an interesting way. You may take themes from the passages, but avoid direct copying of ideas or text. You are advised to write between 350 and 400 words.</p> <p>Either</p> <p>(a) The Sea - friend or enemy?</p> <p>(b) Escape!</p> <p><b>Do not retell the events from Passages One, Two or Three.</b></p> <p>(c) Some people say that dangerous activities are good for character building; others say that they put rescuers at risk. What are your opinions about such activities?</p>	



Mark range	Candidates should be able to:
0-5	<ul style="list-style-type: none"> <li>• Communicate ideas with limited success</li> <li>• Show limited control in organising written language</li> <li>• Write simple sentences</li> <li>• Show limited accuracy in punctuation, sentence construction and agreement</li> <li>• Spell some commonly used words accurately</li> </ul>
6-11	<ul style="list-style-type: none"> <li>• Communicate ideas linked to title with some success</li> <li>• Show some use of paragraphs</li> <li>• Show some accuracy and control of agreement, punctuation and sentence construction</li> <li>• Employ a limited range of sentence forms</li> <li>• Spell with some accuracy</li> </ul>
12-17	<ul style="list-style-type: none"> <li>• Communicate ideas with success</li> <li>• Structure ideas with some clarity</li> <li>• Show control in a generally organised and accurate piece of writing</li> <li>• Use correct punctuation and paragraphing to enhance meaning</li> <li>• Try to use some variety of sentence structure and links</li> <li>• Spell mainly accurately</li> </ul>
18-23	<ul style="list-style-type: none"> <li>• Communicate relevant ideas clearly and successfully</li> <li>• Write in a form appropriate for topic chosen</li> <li>• Show successful organisation in writing</li> <li>• Show control of paragraphing and punctuation which enhances meaning</li> <li>• Use some variety of sentence structure</li> <li>• Spell some complex words correctly</li> <li>• Use a wide vocabulary, mainly accurately spelt</li> </ul>
24-29	<ul style="list-style-type: none"> <li>• Communicate with some originality ideas related to the topic</li> <li>• Write confidently in a form appropriate for selected title</li> <li>• Use some rhetorical devices in an appropriate way</li> <li>• Offer a wide variety of sentence structures</li> <li>• Use some sophisticated grammatical structures</li> <li>• Punctuate with accuracy</li> <li>• Use a range of vocabulary, spelt with considerable accuracy</li> <li>• Use Standard English with accuracy</li> </ul>
30-35	<ul style="list-style-type: none"> <li>• Write a lively, relevant and engaging essay, clearly constructed, fluently and accurately presented, sustained and developed</li> </ul>