

Mark Scheme (Results)

Summer 2008

GCE O Level

GCE O Level English Language (7161/01)

Section A: Comprehension

First, read Passage One.

Question number	Answer	Mark
1	Award one mark each for any two of the following: <ul style="list-style-type: none">• Because the train began to move• Because the train was leaving the station• The rhythm of the train's movement changed• He had fallen from his seat• He was anxious/frightened• His heart was beating like a steamhammer	2

Question number	Answer	Mark
2	Award one mark each for any of the following: <ul style="list-style-type: none">• "sat bold upright with a jerk"• "knees were trembling"• "an indescribable terror"	2

Question number	Answer	Mark
3	Award one mark each for any of the following: <ul style="list-style-type: none">• He was unsure of what to do• Because he was scared to check (that the money was still there)• He was wondering about the disappearance of Mr Grundeis• He thought everything might be alright	2

Question number	Answer	Mark
4	<p>Mark first three only.</p> <ul style="list-style-type: none"> • They (the guards) would not take him seriously/would blame him • He would be fined • They would question him • He would have to pull an emergency cord or wait for the next station (because there was no corridor). • It would involve the police • It would be too late at the next station • It would upset his family 	3

Question number	Indicative content	Mark
5	<p>The following list includes the main elements expected, but reward other valid points.</p> <p>Use of names/forms of address Emotions (both sides/contrast for top marks) Worry about money - mother, effect on grandma, fare/ticket home Suspicious of Mr Grundeis Possibly wish to find him Fear of police, guards</p>	7

Mark	
0	No response or irrelevant
1-3	Limited amount of indicative content. Possibly presented as a summary or reported speech, possibly a monologue.
4-5	Appreciable amount of indicative content. Written as a conversation, even if one-sided.
6-7	Substantial amount of indicative content clearly presented as a conversation (direct speech or play script). Demonstrates empathy with Emil and even the grandmother.

Do not penalise errors in the use of speech marks or paragraphing. But only reward

If understanding and appreciation of Emil's plight is clear.

Now read Passage Two, Lights, camera, armed police: film students fall foul of the law.

Question number	Acceptable Answers	Reject	Mark
6	<p>Clothing with blood on it//had been seen being thrown away/in a rubbish bin</p> <p>Escape vehicles//were parked/in a narrow road/near a rented garage</p> <p>Several well-dressed men// had been seen with guns/armed</p> <p>Notes Mark first three only, up to two marks for each point, depending on accurate selection of own words</p>	<p>"A bloodstained T-shirt in a dustbin"</p> <p>"Two getaway cars by a lock-up garage"</p> <p>"east London alleyway"</p> <p>"A gang of young men in smart suits"</p> <p>"brandishing shooters"</p> <p>"gangsters"</p> <p>"daubed with fake blood"</p>	6

Question number	Acceptable Answers	Reject	Mark
7	<p>Amusement (or synonym)</p> <p>Anger (took seriously/ confiscated weapons/ took statements)</p> <p>Notes Mark first two only</p>	<p>'having a laugh'</p> <p>'went crazy', 'ticked us off'</p>	2

Refer to both passages to answer the following question.

Question number	Indicative content	Mark
8	<p>Passage One: For</p> <ul style="list-style-type: none"> • Tension, emotion, feelings • Journey of interest • Empathy with boy versus adults - Grundeis, guards, police • Style - short sentences, exclamations, questions, internal monologue, ending <p>Passage One: Against</p> <ul style="list-style-type: none"> • Length • Child focus • Dated content and style • Some vocabulary/phrasing • Some repetition <p>Passage Two: For</p> <ul style="list-style-type: none"> • Tension • Humour • Modern • Realistic • Empathy - student focus • Visual description • Style - genre of title, opening and other aspects • Dialogue/quotations <p>Passage Two: Against</p> <ul style="list-style-type: none"> • Abrupt style - journalese • Inconclusive • Some vocabulary e.g. petrified, daubed • English references <p>Notes 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"> • Possibly only one passage considered substantially • Choice made • Emphasis restricted to content
Level 2	3-4	<ul style="list-style-type: none"> • Both passages considered • Clear choice made and justified • Main gist of each passage understood • Some relevant reference to language and structure as well as content
Level 3	5-6	<ul style="list-style-type: none"> • Both passages considered • Clear choice made and justified • Each passage fully understood • Detailed reference to language and structure (e.g. effects of direct speech, emotive language, deferral of information etc.) • Helpful, illustrative quotations used

Section B
Summary and Directed Writing

Refer to Passage Two only to answer the following question.

Question number	Indicative content	Mark
9	<p>Police officer</p> <ul style="list-style-type: none"> • contacted by a member of the public/pensioner/at about 12.30 • a T-shirt with blood stains has been found/seen • at 1p.m. the armed response unit was in place • in Barkingside • observed a group/eight well-dressed men • seemed to be waving guns around • two cars were parked suspiciously/apparently ready for escape • ordered them to lie flat/stand with backs to wall • on further investigation they were apparently making a college video • video was impounded/is being examined • further investigations are being carried out (statements/college staff) • the students have to report to the police station at 7.30a.m. <p>Student</p> <ul style="list-style-type: none"> • we had written a 15 minute script for film • for media studies coursework/A-level • three of us were directing and five friends acting • we had set the scene in a narrow street in London, with two cars parked • we had thrown away the 'evidence' (a stained shirt) • we were finishing when we heard shouts/orders • I thought it was a joke • But was very worried when I saw a gun pointing at me • I was searched twice, presumably for weapons • The police took the video / we don't know when we'll get the video back • I am very worried as I need an A grade for my university place • I am also worried about how the college will react 	35

Level	Mark range	Descriptor		
		Relevant content	Style and approach	Quality and accuracy of expression
Level 5	1-7	<ul style="list-style-type: none"> Offers a limited amount of relevant information 	<ul style="list-style-type: none"> Mainly chronological recount Limited attempt to adopt voices 	<ul style="list-style-type: none"> Understandable English Simple sentences Limited use of own vocabulary
Level 4	8-14	<ul style="list-style-type: none"> 2 statements written but possibly imbalanced towards one Main emphasis on bare facts 	<ul style="list-style-type: none"> Possibly flat recount Some sense of audience Some attempt to present 2 voices 	<ul style="list-style-type: none"> Understandable Standard English Simple sentence structures Attempt to use own words
Level 3	15-21	<ul style="list-style-type: none"> 2 statements written Presents adequate material from list below Shows awareness of different perspectives 	<ul style="list-style-type: none"> Possibly limited to two straightforward, chronological narratives (in 1st person) Attempt to adopt personae Attempt to engage audience 	<ul style="list-style-type: none"> Clear Standard English but with some errors of grammar and agreement Spells some complex and apt vocabulary accurately Clear attempt to structure
Level 2	22-28	<ul style="list-style-type: none"> 2 statements written Offers substantial and appropriate material from list below Understands and examines differences in perspective 	<ul style="list-style-type: none"> Style and structure appropriate to witness statements 1st person used Fairly successful adoption of appropriate tone and 2 personae Engages audience successfully 	<ul style="list-style-type: none"> Clear standard English Variety of sentence structures Material skilfully structured Mostly accurate SPG Apt and varied vocabulary
Level 1	29-35	<ul style="list-style-type: none"> 2 statements written Re-works well-chosen and relevant material from both passages Shows full understanding Extensive exploration of two perspectives Includes most of details listed above 	<ul style="list-style-type: none"> Style and structure appropriate to witness statements 1st person used Successful and consistent adoption of appropriate tone and 2 distinct personae Shows contrast between two (e.g. policeman formal and factual, student less so, perhaps) 	<ul style="list-style-type: none"> Confident use of Standard English Wide range of sentence structures and vocabulary SPG used accurately to create nuances of meaning Lucid and precise Own words and phrases Controlled, sustained and structured

Section C
Essay

Question number	Mark range	Candidates should be able to:
10	0-5	<ul style="list-style-type: none"> • 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
	6-11	<ul style="list-style-type: none"> • 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
	12-17	<ul style="list-style-type: none"> • 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
	18-23	<ul style="list-style-type: none"> • 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
	24-29	<ul style="list-style-type: none"> • 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
	29-30	<ul style="list-style-type: none"> • Write a lively, relevant and engaging essay, clearly constructed, fluently and accurately presented, sustained and developed