

Mark Scheme (Results)

Summer 2010

O Level

O Level English Language (7161) Paper 01

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Section A: Comprehension

Question number	Answer	Mark
1a	He is starting work (as a doctor/tomorrow).	1
1b	He is grown up/an adult (and sensible).	1

Question number	Answer	Mark
2	<p>He chose to be a doctor/selected this (his) profession/selected from a list.</p> <p>Only award full marks if answer is all in own words. Award one mark if answer is only partly in own words.</p> <p>Do not allow "I ... ticked medicine in the careers box at school".</p>	2

Question number	Answer	Mark
3a	<p>Mark first three attempts only. One mark for each point up to a maximum of three:</p> <ul style="list-style-type: none"> • like a holiday (only seeing a sick person occasionally) • like playing doctor • attracted admiration • was almost god-like • doesn't involve the stress/dullness/ complaining of being a doctor • cocooned/protected from outside world/never working a night shift/no difficult decisions/no prescriptions. 	3
3b	<p>Mark first two attempts only. One mark for each point up to a maximum of two:</p> <ul style="list-style-type: none"> • they are tired • they complain a lot • doctors are boring • all they do is work • they have long moaning telephone conversations. 	2

Question number	Answer	Mark
4	<p>A full answer might include:</p> <ul style="list-style-type: none"> • he has been protected from the reality of work • he has never worked through the night • he has never had to make a diagnosis • he has not prescribed medicine before • he has only seen a few sick people. <p>Or suitable own words. Some words such as <i>night</i> and <i>prescribed</i> are difficult to replace and can be allowed. Do not accept direct lifting from the last 7 sentences of the passage. Marking should be flexible.</p>	4

Question number	Indicative content	Mark
5	<p>A full answer might include:</p> <ul style="list-style-type: none"> • like going to school for first time/meeting strangers • need to find way around (toilets and dining room) • it is the unknown • might have to show you know everything • person in charge could be unpleasant • might make bad first impression/be unpunctual. • Under scrutiny <p>Or suitable own words. Some words such as <i>workplace</i> are difficult to replace and can be allowed. Do not accept direct lifting from first two paragraphs. Marking should be flexible.</p>	3

Question number	Answer	Mark
6	<p>One mark for each of the following:</p> <p>(i) everyone you work with might know what qualifications you claim to have</p> <p>(ii) a lie could spell disaster/you might be found out/your boss, or colleagues, will expect you to show the skills you claim to have.</p>	2

Question number	Answer	Mark
7	<p>One mark for each of the following:</p> <ul style="list-style-type: none"> • a new friend might be out to impress the boss/be insincere • a new friend might be an office outcast/ pariah • beneficial relationships might need time to develop 	3

Now consider both passages.

Question number	Indicative content:	
8	<p>Passage one For:</p> <ul style="list-style-type: none"> • humour • can relate to it • honesty. <p>Against:</p> <ul style="list-style-type: none"> • too narrow/specific • long sentences • difficult (cultural ?) references • difficult words • negative/increases anxiety. <p>Passage two For:</p> <ul style="list-style-type: none"> • useful advice • helpful examples • simple/ clear language • encouraging • positive/allays fears. <p>Against:</p> <ul style="list-style-type: none"> • only relevant to a few • makes obvious points • dry/lacks humour • could include more illustrations. 	
Award up to 9 marks according to the following grid (using best fit):		
Level	Mark	Descriptor
Level 1	1 - 3	<ul style="list-style-type: none"> • possibly only one passage considered • comments limited to/mainly on content • choice made • limited understanding of passages
Level 2	4 - 6	<ul style="list-style-type: none"> • both passages considered • choice defended/explained • some comment on style • some quotation/illustration offered • passages largely understood
Level 3	7 - 9	<ul style="list-style-type: none"> • both passages considered in some relevant detail • choice defended/explained in some detail • substantial and specific comment on style • well-chosen illustrations/quotations • passages fully understood.

Total for Section A: 30 marks

Section B
Summary and Directed Writing

Refer to both Passages to answer the following question.

Question number	Indicative content	Mark
9	<p>Difficulties:</p> <ul style="list-style-type: none"> • too many distractions at university • little meaningful work experience • much to learn • expectations put on you by others • unrealistic or negative perceptions of chosen profession • having to sit exams • anxiety/nervousness • new to place of work • nature of boss/colleagues • being on probation/under scrutiny • having to learn culture and procedures • not knowing role and responsibilities • making friends/forming relationships. <p>How to overcome them:</p> <ul style="list-style-type: none"> • work-life balance • learn and study to become qualified • try to get "real" experience • enjoy the admiration of others • try to stay calm • think carefully about what you need to find out • make a list of questions • plan the journey to avoid being late • be humble and ready to learn • be polite • don't be too friendly • find out where things are • ask questions (about job, pensions etc) • watch how people behave • get to know names and contacts. 	35

Now refer to the grid on page 6.

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 from passages 	<ul style="list-style-type: none"> mainly a series of points limited attempt to address audience 	<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"> main emphasis on bare facts of passages 	<ul style="list-style-type: none"> mainly a list of advisory points some sense of audience 	<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"> presents reasonable amount of material from list above 	<ul style="list-style-type: none"> style and structure appropriate to task some awareness of audience attempt to engage audience 	<ul style="list-style-type: none"> clear Standard English but with some errors of grammar and agreement own words and phrases spells some complex and apt vocabulary accurately clear attempt to structure
Level 2	22-28	<ul style="list-style-type: none"> offers substantial and appropriate material from list above shows appreciation of issues involved 	<ul style="list-style-type: none"> style and structure appropriate to task fairly successful adoption of appropriate tone clear awareness of audience engages audience with some success 	<ul style="list-style-type: none"> clear Standard English variety of sentence structures material skilfully structured mostly accurate SPG own words and phrases apt and varied vocabulary
Level 1	29-35	<ul style="list-style-type: none"> re-works well-chosen and relevant material from both passages shows full understanding of passages and issues involved includes most of details listed above 	<ul style="list-style-type: none"> style and structure appropriate to task successful and consistent adoption of appropriate tone clear and consistent awareness of audience engages audience successfully 	<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
	30-35	<ul style="list-style-type: none"> • Write a lively, relevant and engaging essay, clearly constructed, fluently and accurately presented • Show the ability to develop and sustain ideas • Demonstrate all those qualities listed in 24-29 band.

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