

# Mark Scheme (Results) January 2011

GCE O Level

GCE O Level English Language (7161/01)

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## Section A: Comprehension

Question number	Answer	Mark
1	<p>One mark for</p> <ul style="list-style-type: none"> <li>she is a teacher/lecturer/professor</li> </ul> <p>One mark for</p> <ul style="list-style-type: none"> <li>her class of noisy 14 year olds/correcting 4b's grammar</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>correcting grammar and spelling with no reference to teaching/pupils</li> </ul>	2

Question number	Answer	Reject	Mark
2	<p>One mark for any of the following, up to two marks:</p> <ul style="list-style-type: none"> <li>comes up with a deal/made a purchase in exchange</li> <li>direct instruction/command/confrontation</li> <li>points out mistake and possible effect on business.</li> </ul>	<ul style="list-style-type: none"> <li>negotiated..by buying...</li> <li>a certain sharp authority (or description of what she did lifted from passage)</li> </ul>	2

Question number	Answer	Reject	Mark
3	<p>Up to five marks for an answer in well-expressed own words containing significant amount of following indicative content:</p> <ul style="list-style-type: none"> <li>has to eat too much broccoli/food she brings back</li> <li>is having relationship with / wants to marry (allow marry) other woman</li> <li>Rita never wanted to become a mother/ start a family</li> <li>Rita doesn't pay him attention or concern/ignores him/doesn't talk to him</li> <li>Rita is more interested in marking students' work/marking errors</li> <li>her obsessive nature.</li> </ul>	<ul style="list-style-type: none"> <li>..anything but correcting grammar</li> <li>seeing someone else/fallen in love</li> <li>she wants children</li> <li>not been interested in (him)</li> </ul>	5

Question number	Answer	Reject	Mark
4	Up to two marks for well-expressed own words explaining that Jo Clarke is usually laid back/lives and lets live/not too fussy/open-minded /doesn't care/not bothered/ easy-going/doesn't judge/tolerant/unprejudiced (or suitable synonyms).  For two marks expect at least two suitable synonymous words or phrases.	Free spirit Liberal Non-judgemental Casual Careless	2

Question number	Answer	Mark
5	One mark for each of the following up to a maximum of two: <ul style="list-style-type: none"> <li>• friends and family embarrassed</li> <li>• headteacher puts phone down</li> <li>• son objects to picture of grieving message.</li> </ul>	2

Question number	Answer	Mark
6	One mark for any of the following up to a maximum of four: <ul style="list-style-type: none"> <li>• takes a photograph of the error</li> <li>• corrects (spelling/punctuation/grammar) error (with a marker pen/tippex/chalk)</li> <li>• points error out to offender</li> <li>• waits until darkness</li> <li>• gets help from husband</li> <li>• takes a photograph of the correction</li> <li>• publicises error on Facebook/post photo on website.</li> </ul>	4

Question number	Answer	Reject	Mark
7	<p>One mark for each of any of the following examples, expressed in own words, up to a maximum of 5:</p> <ul style="list-style-type: none"> <li>• also allow phonetically</li> <li>• people will understand if words are spelt as they sound/phonetically (allow <i>sound</i>)</li> <li>• rules are outdated/ancient/old</li> <li>• change is bound to come (allow <i>change</i>)</li> <li>• rules too complex/most complex or difficult of any (allow <i>rules</i>)</li> <li>• based on random/arbitrary decisions</li> <li>• many languages have been revised, why should English be different</li> </ul> <p>Suitable alternatives should be allowed. Some words are very difficult to find synonyms for so please be flexible. The aim is to reject wholesale lifting from the passage.</p>	<ul style="list-style-type: none"> <li>• <b>Do not accept direct lifting from the passage"</b></li> </ul>	5

Now consider Passages One and Two.

<b>8</b>	Award up to 8 marks according to the following grid (using best fit):	
Level	Mark	Descriptor
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Possibly only one passage considered</li> <li>• Little indication of personal response</li> <li>• Emphasis restricted to content (what the women did)</li> </ul>
<b>Level 2</b>	3-5	<ul style="list-style-type: none"> <li>• Both passages considered</li> <li>• Personal response given and explained with some reference to passages</li> <li>• Main gist of each passage understood</li> <li>• Some relevant reference to language and devices as well as content</li> </ul>
<b>Level 3</b>	6-8	<ul style="list-style-type: none"> <li>• Both passages considered more or less equally</li> <li>• Clear personal response presented and justified</li> <li>• Each passage fully understood</li> <li>• Detailed reference to language and structure (e.g. effects of direct speech, emotive language, deferral of information, direct address v third person narrative, construction of character through actions, thoughts and speech, self-revelation, self-awareness etc.)</li> <li>• Comments on presentational devices (e.g. headline, photo, caption)</li> <li>• Helpful, illustrative quotations used</li> </ul>

Total for Section A: 30 marks

Section B  
Summary and Directed Writing

Question number	Indicative content	Mark
9	<p>Possible points to include in speech. Be prepared to accept other relevant points:</p> <p>Reasons why SPG important:</p> <ul style="list-style-type: none"> <li>• accuracy of SPG = accuracy of thought and fact</li> <li>• bad SPG makes communication difficult</li> <li>• needed to get jobs/job interviews</li> <li>• shows people can work to a standard</li> <li>• important for knowing meaning of words</li> <li>• better for people learning the language if rules are standardised</li> <li>• sets right impression in business and commercial environment</li> <li>• if you can't get SPG right, maybe you can't get other things right.</li> </ul> <p>Modern developments and attitudes:</p> <ul style="list-style-type: none"> <li>• texts, emails, chat rooms</li> <li>• laziness/sloppiness</li> <li>• ignorance</li> <li>• view that many rules are archaic</li> <li>• poor reading habits</li> <li>• promotion of personal choice.</li> </ul> <p>What people can do:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• more reading</li> <li>• writing to newspapers</li> <li>• point it out/complain</li> <li>• direct action</li> <li>• start a website/awareness group.</li> </ul> <p>Candidates who argue exclusively against the motion, in error, cannot access the full range of marks. Credit should, however, be given for quality of written communication and structure of argument.</p>	35

Now refer to the grid on page 8-9.

Level	Mark range	Descriptor		
		Relevant content	Style and approach	Quality and accuracy of expression
Level 5	1-7	<ul style="list-style-type: none"> <li>Offers a limited amount of relevant information from passages</li> </ul>	<ul style="list-style-type: none"> <li>Mainly a series of points</li> <li>Limited attempt to address audience</li> </ul>	<ul style="list-style-type: none"> <li>Understandable English</li> <li>Simple sentences</li> <li>Limited use of own vocabulary</li> </ul>
Level 4	8-14	<ul style="list-style-type: none"> <li>Main emphasis on bare facts of passages</li> </ul>	<ul style="list-style-type: none"> <li>Mainly a list of points</li> <li>Some sense of audience</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>
Level 3	15-21	<ul style="list-style-type: none"> <li>Presents reasonable amount of material from list above</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to task</li> <li>Some awareness of audience</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>Own words and phrases</li> <li>Spells some complex and apt vocabulary accurately</li> <li>Clear attempt to structure</li> <li>Uses some appropriate rhetorical devices</li> </ul>
Level 2	22-28	<ul style="list-style-type: none"> <li>Offers substantial and appropriate material from list above</li> <li>Shows appreciation of issues involved</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to task</li> <li>Fairly successful adoption of appropriate tone</li> <li>Clear awareness of audience</li> <li>Engages audience with some success</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>Own words and phrases</li> <li>Apt and varied vocabulary</li> <li>Uses wide range of apt rhetorical devices</li> </ul>



<p>Level 1</p>	<p>29-35</p>	<ul style="list-style-type: none"> <li>• Re-works well-chosen and relevant material from all passages</li> <li>• Shows full understanding of passages and issues involved</li> <li>• Includes most of details listed above</li> </ul>	<ul style="list-style-type: none"> <li>• Style and structure appropriate to task</li> <li>• Successful and consistent adoption of appropriate tone</li> <li>• Clear and consistent awareness of audience</li> <li>• Engages audience successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of Standard English</li> <li>• Controlled and effective use of rhetorical devices</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>
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Section C  
Essay

Question number	Markrange	Candidates should be able to:
10	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</li> <li>• Show the ability to develop and sustain ideas</li> <li>• Demonstrate all those qualities listed in 24-29 band.</li> </ul>

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