

Mark Scheme (Results)

January 2009

O Level

O Level English Language (7161)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A: Comprehension

First, read Passage One, the opening of a short story.

Question number	Answer	Mark
1	<p>One mark for each of the following up to a maximum of two:</p> <ul style="list-style-type: none"> • It was too hot to play outside • She wanted to protect them from the sun • The children had had their hair brushed and were neat • She was worried about them moving too far from the house. 	2

Question number	Answer	Mark
2	<p>One mark for each of three of the following:</p> <ul style="list-style-type: none"> • Hot • Desperate • Hemmed in • Ready • Frustrated • Airless • Strangled/asphyxiated <p>(or suitable synonyms for the above).</p>	3

Question number	Answer	Mark
3	<p>One mark for each of the following up to a maximum of four:</p> <ul style="list-style-type: none"> • <i>Garden...beaten brass</i> • <i>Red gravel and stony soil in all shades of metal</i> • <i>No life stirred</i> • <i>Bougainvillea ...in livid balloons</i> • <i>Birds...drooped like dead fruit</i> • <i>Some squirrels lay limp</i> • <i>Dog lay stretched as if dead...reaching out like dying travellers...water</i> • <i>Attempted to lift tail...but could not</i> • <i>Parrots tumbled frantically in the still, sizzling air</i> • <i>Everything gleaming, glassy and bare.</i> 	4

Question number	Answer	Mark
4	<p>One mark for each of two of the following up to a maximum of two:</p> <ul style="list-style-type: none"> • Motherly Mira intervened • Made them form a circle • She pulled the boys roughly apart • She shouted • She firmly pulled and pushed • She gave orders <p>Allow quotations or own words.</p>	2

Question number	Indicative content	Mark
5	<p>The following list includes the main elements expected, but reward other valid points.</p> <p>One mark for each of the following:</p> <ul style="list-style-type: none"> • Protested/calling out that they cheated • Tried to stop them moving from the veranda. 	2

Now read Passage Two, an on-line news article from an English newspaper.

Question number	Answer	Mark
6	<p>One mark for any of the following up to a maximum of three:</p> <ul style="list-style-type: none"> • Increasing violence • Children getting hurt • Gender equality • Parents might complain. 	3

Question number	Answer	Mark
7 (a)	One mark for each of the following: <ul style="list-style-type: none"> • Originally doubtful • Became more tranquil/ less rough/ less rowdy • More imaginative games 	3
	Answer	Mark
(b)	One mark for each of the following to a maximum of two: <ul style="list-style-type: none"> • Puzzled • Not in favour • Parents believe that it inhibits social skills • They believe that this kind of play is traditional • They believe it is silly to prevent contact 	2
	Answer	Mark
(c)	One mark for each of three of the following: <ul style="list-style-type: none"> • Up to each school or authority • Parents will be unhappy if children are injured • School protecting itself against parental complaints • Will not stop verbal insults • Staff or seniors to monitor children's games. 	3

Now consider both passages.

8	Award up to 6 marks according to the following grid (using best fit):	
Level	Mark	Descriptor
Level 1	1-2	<ul style="list-style-type: none"> • Possibly only one passage considered • Choice made • Emphasis restricted to content
Level 2	3-4	<ul style="list-style-type: none"> • Both passages considered • Clear choice made and explained • Main gist of each passage understood • Some relevant reference to language and devices as well as content
Level 3	5-6	<ul style="list-style-type: none"> • Both passages considered more or less equally • 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, news report style v. figurative language, construction of character etc.) • Comments on presentational devices (e.g. headline, photo, caption, internet links). • Helpful, illustrative quotations used

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>Possible points to include in advisory leaflet. Be prepared to accept other relevant points:</p> <p>Benefits:</p> <ul style="list-style-type: none">• Children take personal responsibility• Children set and observe own rules• Learn to cope with freedom• Can become more creative• Learn and observe traditions• Learn to play together• Learn social skills <p>Dangers:</p> <ul style="list-style-type: none">• Uncontrolled behaviour• Violence• Bullying• Injury to children• Potential conflict/ dissatisfaction• Inappropriate contact• Damage to clothes• Moving into perilous places	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	Indicative content 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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