

# Mark Scheme Summer 2009

O Level

## O Level English Language (7161)



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7161 01  
Section A: Comprehension

Question number	Answer	Mark
1	<p>One mark for each, up to a maximum of 3:</p> <ul style="list-style-type: none"> <li>• he had a hundred thoughts/had many thoughts</li> <li>• how close/near it was</li> <li>• was someone hurt/injured</li> <li>• he looked at his watch/wondered what time it was</li> <li>• he was chilled/scared</li> </ul> <p>(or any suitable synonyms). Mark first three attempts only.</p>	3

Question number	Answer	Mark
2	<p>(Before) One mark for either of:</p> <ul style="list-style-type: none"> <li>• it stared at them</li> <li>• it ran towards them</li> </ul> <p>(After) One mark for either of:</p> <ul style="list-style-type: none"> <li>• it was surprised</li> <li>• it stopped/didn't retreat.</li> </ul> <p>(or any suitable synonyms).</p>	2

Question number	Answer	Mark
3	<p>Candidates must use own words. Award up to five marks for ability to summarise accurately the writer's feelings and reactions.</p> <p>Very brief answers, which mention only one or two points, should not gain more than 2 marks; responses which do justice to lines 27-32 in full should be rewarded appropriately.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• aware it could kill</li> <li>• afraid (of danger/threat)</li> <li>• excited</li> <li>• moved/stirred/affected/impressed/admired</li> <li>• by size/strength/agility/elegance</li> <li>• welcomed the experience</li> <li>• speculated about what might have happened.</li> <li>• "What if" phrases can be allowed if suitable</li> </ul>	5

	<p>synonyms are used.</p> <p>Do not allow:</p> <p>scared, exhilarated, awed, impressive, grace, power, stealth bomber, sleek, beautiful, deadly, glory, great memory.</p>	
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Question number	Answer	Mark
4	<p>One mark each for any three of:</p> <ul style="list-style-type: none"> <li>• roam on chunks of ice</li> <li>• drift for hundreds of miles</li> <li>• find mates</li> <li>• hunt seals</li> <li>• fatten up.</li> </ul>	3

Question number	Answer	Mark
5	<p>Candidates must use own words. Award up to five marks for ability to summarise accurately the evidence.</p> <p>Very brief answers, which mention only one or two points, should not gain more than 2 marks; responses which do justice in full should be rewarded appropriately.</p> <p>Indicative Content:</p> <ul style="list-style-type: none"> <li>• large amounts (million sq miles) of sea ice melted</li> <li>• 80% of sea ice could be gone in 20 yrs/ all by 2040</li> <li>• some bears found drowned</li> <li>• some bears eating other bears</li> <li>• some bears starved to death</li> <li>• some young bears crushed due to rain</li> <li>• pregnant bears digging in land, not sea ice.</li> </ul> <p>Do not reward direct lifting from the passage.</p>	5

Question number	Answer	Mark
6 (a)	One mark for each of: <ul style="list-style-type: none"> <li>• to face the challenge</li> <li>• to acquire a trophy/kill a bear.</li> </ul>	2
(b)	One mark each for two of: <ul style="list-style-type: none"> <li>• far from the nearest community</li> <li>• challenges you to your limit</li> <li>• duration</li> <li>• exposure to elements</li> <li>• light tent.</li> </ul>	2

Question number	Answer	Mark
7	One mark each for two of: <ul style="list-style-type: none"> <li>• local hunting pressure/too many hunters</li> <li>• will see more bears</li> <li>• will see bigger bears.</li> </ul>	2

<b>8</b>	Award up to 6 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>choice made</li> <li>emphasis restricted to content.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>both passages considered</li> <li>clear choice made and explained</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>	5-6	<ul style="list-style-type: none"> <li>both passages considered more or less equally</li> <li>clear choice made 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, news report style v. figurative language, construction of character etc.)</li> <li>comments on presentational devices (e.g. headline, photo, bullet points)</li> <li>helpful, illustrative quotations used</li> <li>some reference to purpose (i.e. Passage Two intends to raise awareness and Passage Three is an advertisement).</li> </ul>

Total

for

Section A: 30 marks

Section B  
Summary and Directed Writing

Question number	Indicative content	Mark
9	<p>Effects of global warming:</p> <ul style="list-style-type: none"><li>• sea ice reduction</li><li>• destruction of habitat</li><li>• drowning of bears</li><li>• starvation of bears</li><li>• crushing of cubs</li><li>• reduction of bear population.</li></ul> <p>Effects of hunting:</p> <ul style="list-style-type: none"><li>• killing for sport</li><li>• incursion into bear habitat.</li></ul> <p>Respect for life:</p> <ul style="list-style-type: none"><li>• awareness of bears' natural behaviour and right to live</li><li>• beauty and other qualities of bear.</li></ul>	35

Now refer to the grid.

Level	Mark range	Descriptor		
		Relevant content	Style and approach	Quality and accuracy of expression
Level 1	1-7	<ul style="list-style-type: none"> <li>Offers a limited amount of relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Mainly bald presentation of facts and/or opinions</li> <li>Limited sense of 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 2	8-14	<ul style="list-style-type: none"> <li>Main emphasis on bare facts</li> </ul>	<ul style="list-style-type: none"> <li>Possibly flat presentation of facts and/or opinions</li> <li>Some sense of audience</li> <li>Some attempt to engage</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>Covers all three bullet points</li> <li>Presents adequate indicative content</li> <li>Shows awareness of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to speech</li> <li>Some awareness of audience</li> <li>Attempt to engage audience</li> <li>Some use of persuasive techniques</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>
Level 4	22-28	<ul style="list-style-type: none"> <li>Covers all three bullet points</li> <li>Offers substantial and appropriate indicative content</li> <li>Shows appreciation of issues involved</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to speech</li> <li>Fairly successful adoption of appropriate tone</li> <li>Clear awareness of audience</li> <li>Engages audience with some success</li> <li>Uses a range of persuasive techniques</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>
Level 5	29-35	<ul style="list-style-type: none"> <li>Covers all three bullet points</li> <li>Re-works well-chosen and relevant material from all three passages</li> <li>Shows full understanding of passages and issues involved</li> <li>Includes most of details listed on the previous page</li> </ul>	<ul style="list-style-type: none"> <li>Style and structure appropriate to speech</li> <li>Successful and consistent adoption of appropriate tone</li> <li>Clear and consistent awareness of audience</li> <li>Engages audience successfully</li> <li>Assured use of persuasive techniques</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  
Essay

Question number	Mark range	Indicative content 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 most qualities listed in 24-29 band.</li> </ul>

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