

Mark Scheme (Results) January 2010

O Level

O Level English (7161) Paper 01

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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

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"> • he was looking for (pretty) sea shells • he thought he had found a clam shell. 	2

Question number	Answer	Mark
2	<p>Candidates must use own words. One mark for each of the following up to a maximum of two:</p> <ul style="list-style-type: none"> • they gave/awarded the axes/treasure to the authorities/State. • they did not retain/hold onto the axes/treasure. • they did not try to pass them on for profit (or similar). • do not accept: <i>found the axes.</i> 	2

Question number	Answer	Mark
3	<p>One mark for each of the following up to a maximum of two:</p> <ul style="list-style-type: none"> • made of stone from elsewhere/the Italian Alps. • owned by an important person. • a present from other chiefs/important people. • 6500 years old. • made of jadeite 	2

Question number	Answer	Mark
4	<p>Candidates must use own words. One mark for each of the following up to a maximum of two:</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • a lot of money can be made • many (3 million) sites have not been discovered/explored • new methods make exploration easier/possible <p>Do not allow (straight quotations):</p> <ul style="list-style-type: none"> • "<i>rich and growing profits</i>" • "<i>undiscovered shipwrecks</i>" • "<i>new technologies have made underwater wrecks easily accessible</i>" • "<i>scuba diving and mobile submersibles capable of withstanding fierce pressures...</i>" 	2

Question number	Indicative content	Mark
5	<p>The following list includes the main elements expected, but reward other valid points.</p> <p>Up to 4 marks for an answer which includes 4 of the following:</p> <ul style="list-style-type: none"> • Unesco want to preserve "<i>cultural heritage</i>". • "<i>Where there is no knowledge there is no memory</i>" (or similar). • archaeologists take time and care to examine a wreck • archaeologists protect and preserve what they find • archaeologists make their discoveries and conclusions known • archaeologists pass on their knowledge • treasure hunters do it only for money • treasure hunters do not record or publish their findings • objects found might be sold on to private collections/scattered around the world. 	4

Question number	Answer	Mark
6 (a)	He did not expect there to be trees/roots to cause it.	1
(b)	<p>One mark for each of the following up to a maximum of three:</p> <ul style="list-style-type: none"> • it was buried (at least 12 inches) deep • he had no tools/had to use hands • there was a lot of soil • the soil was loose/crumbly and fell back • he couldn't see/could only feel. • he is nervous about what he has found. 	3

Question number	Answer	Mark
7	<p>Candidates must use own words. One mark for each of the following up to a maximum of four:</p> <p>Accept (or appropriate synonyms)</p> <ul style="list-style-type: none"> • he was shocked/ amazed • he stood back • he stood up • he left it (the find) behind • he walked away • he was initially alarmed • he was physically affected • he sensed unease • he claims not to be afraid • he wanted help • turned off the tractor. <p>Reject (straight quotations):</p> <ul style="list-style-type: none"> • <i>"his heart stood still"</i> • <i>"he drew away"</i> • <i>"he got to his feet"</i> • he <i>"turned his back"</i> • <i>"he walked off fast in the direction of the road"</i> • <i>"whiff of danger"</i> • <i>"something electric went through his body"</i> • <i>"a powerful premonition"</i> • <i>"No, I'm not frightened."</i> • <i>"I'm not keen to handle this alone."</i> 	4

Question Number	Answer	
8	Award up to 10 marks according to the following grid (using best fit):	
Level	Mark	Descriptor
Level 1	0-3	<ul style="list-style-type: none"> possibly only one or two passages considered substantially response expressed basic awareness of the purpose shown emphasis restricted to content
Level 2	4-7	<ul style="list-style-type: none"> all three passages considered opinion clearly expressed main gist of each passage understood some appreciation of the purpose of each passage some selection of supporting detail some relevant reference to language, methods and authors' sympathies as well as content (cannot get 6 or 7 unless these references are present)
Level 3	8-10	<ul style="list-style-type: none"> all three passages considered opinions clearly expressed each passage fully understood purpose and methods of each passage fully understood (e.g. choice of detail, choice of quoted statements). detailed reference to language and style (e.g. effects of direct speech, emotive language, focus of attention, use of facts and examples etc.). helpful, illustrative quotations used.

Total for Section A: 30 marks

Section B
Summary and Directed Writing

Question number	Indicative content	Mark
9	<p>Be prepared to accept other relevant points:</p> <p>Information about the past:</p> <ul style="list-style-type: none">• where objects came from• what they are made of• how old they are• how they got to where they did• helps complete “stories” from the past• who lived or visited where objects were found. <p>What you should and should not do:</p> <ul style="list-style-type: none">• explore and retrieve the find carefully• keep records• Information should be collected and passed on• report the find (might get a reward)• react calmly• respect the law and international agreements• do not take or steal objects• do not cause damage• do not keep or sell the finds to private dealers• do not lose important information or destroy objects or collections.	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"> offers a limited amount of relevant information. 	<ul style="list-style-type: none"> mainly bald presentation of facts and/or opinions limited sense of audience 	<ul style="list-style-type: none"> understandable English simple sentences limited use of own vocabulary
Level 2	8-14	<ul style="list-style-type: none"> main emphasis on bare facts 	<ul style="list-style-type: none"> possibly flat presentation of facts and/or opinions some sense of audience some attempt to engage 	<ul style="list-style-type: none"> understandable Standard English simple sentence structures attempt to use own vocabulary
Level 3	15-21	<ul style="list-style-type: none"> presents adequate indicative content shows awareness of different perspectives. considers both parts of task. 	<ul style="list-style-type: none"> style and structure appropriate to magazine article 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 straightforward sentence structure spells some complex and apt own vocabulary accurately clear attempt to structure material
Level 4	22-28	<ul style="list-style-type: none"> offers substantial and appropriate indicative content shows appreciation of issues involved. considers both parts of task 	<ul style="list-style-type: none"> style and structure appropriate to magazine article 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 apt and varied own vocabulary
Level 5	29-35	<ul style="list-style-type: none"> re-works well-chosen and relevant material from all three passages shows full understanding of passages and issues involved includes most indicative content covers both parts of task 	<ul style="list-style-type: none"> style and structure appropriate to magazine article 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 own vocabulary SPG used accurately to create nuances of meaning lucid and precise 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"> • command of skills listed in 24-29 band • write a lively, relevant and engaging essay, clearly constructed, fluently and accurately presented. • show the ability to develop and sustain complex and original ideas.

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