

Grade: IX

FIRST LANGUAGE ENGLISH

Dt : 1.04.20

**MARK SCHEME 9  
SPEECH WRITING**

**Day: Wednesday**

Responses *might* use the following ideas:

**A1: The habits of bears and how you hunt them**

**move around (a lot)** (det. travel on road(s), leave tracks, shift snow out of their way) [dev. can be (easily) followed; deep snow is less of a problem for bears]

**rest under cover** (det. thicket, marsh) [dev. aware of threat from other predators and/or hunters, more difficult to track them when they are under cover; solitary]

**follow / hunt people** (det. headed towards the village) [dev. cautious as will not go into the village (directly)]

**play tricks** / uses strategies (det. walking backwards to mislead hunters) [dev. intelligent, sly]

**use expert(ise)** / interpret signs (det. examine surface of the snow) [dev. try to predict what will happen next / second guess them]

**surprise** the bear (det. alone, come from the other side when the bear is resting, use trees for cover, move quickly) [dev. need to outwit the bear]

**make no noise** (det. cough or shout will alert the bear) [dev. potentially dangerous / bear will escape]

**take correct equipment** (det. rifle, snowshoes) [dev. need to practise wearing them beforehand / likelihood of injury otherwise; bears can be unpredictable]

**A2: What people are likely to experience on the hunt**

**low temperature** (det. snow, ice) [dev. uncomfortable; need layers of clothing (which can be removed); need insulation (from fur)]

**difficult terrain / wild landscape** (det. trees, thickets, banked snow, deep snow) [dev. beautiful, challenging, slippery]

**amazement (at bear's actions)** (det. Leo incredulous) [dev. expect the unexpected, do not underestimate them; satisfaction at seeing a bear]

**exhaustion / tiredness** (det. long hours of tracking, will sleep soundly) [dev. physically challenging, need to be fit / resilient]

**sleeping outdoors** (det. no tent, snowshoes for seats) [dev. basic, exhilarating]

**hunger / (appreciation of) simple food** (det. plain bread to eat) [dev. can't carry lots of supplies or eat anything that would attract the bear's attention by its smell]

**A3: What happened after you and Leo set up camp that night**

**kept watch / stayed awake** (det. Leo slept) [dev. staying vigilant is important]

**bear in the vicinity** (det. 50 paces away) [dev. noise of bear woke Leo, you woke Leo to warn him, you were concerned when he woke he would alert the bear, staying vigilant is important]

**bear passed / did not attack** (det. they were under cover of the fir

trees) [dev. kept quiet and stayed hidden]

**confronted / attacked by the bear** (det. heavy, black, enormous, sharp claws) [dev. lost element of surprise, bear had followed them, (may have) injured one / both of them]

**shot bear** (det. hunting rifle ready) [dev. killed it, scared it off]

**(someone / something) mistaken for a bear by Leo** (det. wearing fur, dark) [dev. Leo scared, Leo's over-active imagination, no real danger]

The discriminator is the development of the writer's advice to the people wanting to go on a similar hunt, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

### Marking Criteria for Question 1

#### Table A, Reading:

Use the following table to give a mark out of 15 for Reading.

<b>Band 1:</b> <b>13–15</b>	The response reveals a <b>thorough</b> reading of the passage. Developed ideas are sustained and well related to the passage. A wide range of ideas is applied. There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. All three bullets are well covered. A consistent and convincing voice is used.
<b>Band 2:</b> <b>10–12</b>	The response demonstrates a <b>competent</b> reading of the passage. A good range of ideas is evident. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent, helpful supporting detail, contributing to a clear sense of purpose. All three bullets are covered. An appropriate voice is used.
<b>Band 3:</b> <b>7–9</b>	The passage has been read <b>reasonably</b> well. A range of straightforward ideas is offered. Opportunities for development are rarely taken. Supporting detail is present but there may be some mechanical use of the passage. There is uneven focus on the bullets. The voice is plain.
<b>Band 4:</b> <b>4–6</b>	There is some evidence of <b>general understanding</b> of the main ideas, although the response may be thin or in places lack focus on the passage or the question. Some brief, straightforward reference to the passage is made. There may be some reliance on lifting from the text. One of the bullets may not be addressed. The voice might be inappropriate.
<b>Band 5:</b> <b>1–3</b>	The response is either <b>very general</b> , with little reference to the passage, or a reproduction of sections of the original. Content is either insubstantial or unselective. There is little realisation of the need to modify material from the passage.
<b>Band 6: 0</b>	There is little or no relevance to the question or to the passage.

**Table B, Writing: Structure and order, style of language** Use the following table to give a mark out of 10 for Writing.

9–10 •	Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • Spelling, punctuation and grammar almost always accurate.
7–8	Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a

	sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced. • Spelling, punctuation and grammar generally accurate.
5-6	Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure. • Minor, but more frequent, errors of spelling, punctuation and grammar.
3-4	There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1-2	Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication
0	The response cannot be understood