

Grade: IX

FIRST LANGUAGE ENGLISH

Dt : 25.03.20

MARK SCHEME 4  
INTERVIEW WRITING

Day: Wednesday

Responses *might* use the following ideas:

A1: So tell us about the island, its people and their way of life. What impressed you exactly and why did you decide to visit?

**scenery** (det. coastline, mountains, moors) [dev. unchanged for centuries, unspoilt, contrast coast / mountains]

**activity / physical work** (det. vegetable gardens, fishing nets) [dev. industrious, busy, work together, entrepreneurial spirit]

**simple life / traditional lifestyle** (det. small population, carts brightly painted, ancient shepherd) [dev. creative, skilled, unchanged for generations, healthy]

**parents** (det. honour memory) [dev. told him (details from text) re island, meeting extended family]

**personal pilgrimage / curiosity** (det. place of his birth, left when he was a baby) [dev. finding out about himself and his heritage, remembers nothing of island life]

**A2: What kind of reactions did your visit receive from the media and the islanders?**

**intense media interest** – transport to island (det. extra plane, even journalists on that, photographers, interviewing locals) [dev. (mock) surprise at fuss]

**crowds** came to see him (det. numbers at airport / village) [dev. gratified by the welcome, amazing]

**children** round car (det. want to touch limousine) [dev. comment re their ambition]

**relatives** from far and wide wanted to meet him (det. lots of them) [dev. pleased to finally meet them / surprised by number]

**older islanders** remembered him (det. old woman) [dev. connection to his past]

**banner(s) greeting him** (det. homemade, welcome in your nice country) [dev. innocence / genuine warmth]

**official welcome** (det. band, reception, officials to greet him) [dev. honoured]

**A3: Your speech and gifts to the islanders have been criticised recently and your motives questioned. What exactly are people's criticisms and how do you defend yourself against each of them?**

**speech:** motivational, example to others (det. humble delivery, not a coin in pocket, nativity) [dev. being over-sentimental / staged / romanticised / exaggerated for effect]

**gift to cousin's charity:** cousin trustworthy / support for family / respect for elder citizens (det. eldest cousin, old people's charity, ancient shepherd) [dev. nepotism / cousin lining his own pockets / not necessary as islanders are active and living to old age already]

**public baths:** modernising old village, place for children to play, improve health [dev. unlikely to be necessary on an island surrounded by sea, school or hospital more useful]  
**statue:** inspire others (det. commemorative) [dev. self-indulgent as likely to be of him / marking his visit / of no practical use or cultural value to community]  
**motives:** raise awareness / give something back / cynical criticism of him as a politician (det. election campaign, announced by press officer) [dev. popularity and/or publicity stunt for audience at home]  
**cost:** raises profile of island / boosts economy / brings visitors (det. hired car, official reception, built platform, need hospital or school, disruption to work) [dev: expense due to visit]

### 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