

Grade: IX

FIRST LANGUAGE ENGLISH

Dt : 2.04.20

MARK SCHEME 10
Newspaper Article

Day: Thursday

Responses might use the following ideas:

A1: Observations of incident and how it was resolved

- CITY LOCATION of restaurant (det. square, yesterday evening) [dev. used by both tourists and locals]
 - TWO MEN/CUSTOMERS (det. English speaking, celebrating, Fenton) [dev. attract attention]
 - CHILD tried to STEAL (det. wallet)
 - STOPPED/CAUGHT (det. grabbed by waiter) [dev. not a skilled/practised thief perhaps, or waiter used to it]
 - WAITER HIT CHILD (det. hefty slap, bruised face) [dev. felt obliged to act]
 - HELD/RESTRAINED by one of the men (det. arm's length) [dev. that man seemed more concerned than the other]
 - POOR PHYSICAL CONDITION of the child (det. stink, skinny) [dev. desperate, ill, contrast with tourist]
 - BEHAVIOUR of the child (det. making no move to run, look of resignation) [dev. expected to be punished]
- [Predictions of how the incident was resolved in keeping with details of text should be credited as development]

A2: Complaints of tourists

- CRIME/CRIMINALS (det. pickpockets) [dev. can't just wander round now, target if you do]
- RUDENESS OF LOCALS/locals not respectful/not polite (det. bored waiter) [dev. make their dislike of tourists clear, feel unwelcome]
- VOLUME/FREQUENCY of people wanting their money (det. like vultures) [dev. need to earn living, spoils holiday/trip]
- BUSKERS/MUSICIANS demanding money (det. insistent, out of tune) [dev. from different areas, will not go away or take no for an answer]
- VENDORS SELLING FAKE GOODS/counterfeits (det. touting/scalping) [dev. fooling them]
- PROFESSIONAL BEGGARS (det. kneeling like penitents) [dev. trying to evoke pity, organised]
- CHARM IS WANING (det. plastic menus) [dev. lacks authenticity/over commercialised]

A3: How locals feel about tourists and what each group might do to rebuild mutual respect

- NEED INCOME/TRADE from them/power of their money (det. waiter did not care as he wasn't the owner) [dev. jobs depend on it]
- INVASION/TAKEN OVER/UNDER SIEGE (det. despise as a group) [dev. not being 'ugly' interpretations could be violent, bawdy or just insensitive/rude]

- INSENSITIVE TO CULTURE/SOCIETY (det. broken Spanish, homeless) [dev. arrogance, should learn language/not expect the same rules/impose their own cultural values]
- QUALITY OF SERVICE expected by tourists/experience needs to be improved (det. restaurants, tea-light(s)) [dev. staff training]
- ADDRESS CRIME/SOCIAL PROBLEMS [dev. warn tourists so they are aware it might be an issue/tourists could show some compassion/understanding though]
- ADDRESS PROBLEMS OF HOMELESSNESS/(illegal) immigration (det. boy faces deportation)
- BAN OR RESTRICT BUSKERS/ban organised begging [dev. audition buskers to check they can play/issue licences]
- EDUCATION/TOLERANCE of both points of view required (det. not a playground) [dev. naive,for both sides, do research]

Marking Criteria for Question 1

Table A, Reading:

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

Band 1: 13–15	The response reveals a thorough 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.
Band 2: 10–12	The response demonstrates a competent 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.
Band 3: 7–9	The passage has been read reasonably 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.
Band 4: 4–6	There is some evidence of general understanding 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
Band 5: 1–3	The response is either very general , 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
Band 6: 0	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