

**MARK SCHEME 6
ARTICLE WRITING**

Day: Friday

Responses might use the following ideas.

A1: a description of the attractions of Sun Ranch and its surroundings

- sunsets / light (det. colours) [dev. interpretation of effect e.g. part of bigger picture / artistry]
- high up (det. 3000m) [dev. amazing views]
- remote (det. nearest town 30km) [dev. escape big city life]
- landscape features include: mountain range, ridge, valley, rivers and lakes (det. The Gravelles, Beaverhead River) [dev. varied, impressive]
- small town (det. Twin Bridges, stores) [dev. quaint, traditional]
- pasture / grazing (det. bunch grass in wind) [dev. idyllic/romantic]
- large ranch / vast herds of cattle [dev. impressive]
- on edge of wilderness / natural habitat for wild animals

A2: an explanation of the activities and appeal of daily life as a worker at Sun Ranch

- riding (det. days on horseback) [dev. real cowboy, tough]
- maintenance (det. barbed wire fence work) [dev. learning new / practical skills]
- live in log cabin (det. wood fire, porch) [dev. iconic image of life in West; surviving with only basic accommodation]
- eating outdoors (det. barbecue) [dev. romance of ranching]
- herding / moving / tending to cattle [dev. chance to work with animals / work outdoors]
- work with others (det. bustle of busy summer season, assistant) [dev. part of a team]
- work alone (det. ploughing in winter months) [dev. peaceful / contrast of seasons]
- conservation [dev. land / cattle / lifestyle / keeps you busy]

A3: a suggestion of the challenges of working in that environment and the opportunities for personal development a job there might offer

- attack by wild creatures (det. wolves, bears)
- scale involved (det. vast distances / vast herd) [dev. big responsibility so have to mature]
- seasons / weather (det. storms, snow, wind in winter) [dev. need to be able to cope no matter what; cope here, you'll cope anywhere]
- physically demanding work (det. ploughing snow) [dev. tiring but builds muscles / resilience]
- mental challenge / unpredictability / variety of challenges / sense of adventure
- injury (det. scars) [dev. have to toughen up / be brave]
- potentially dangerous / violent (det. rifle) [dev. potential for cattle rustlers]
- develops personal qualities (det. gumption, adaptability, common sense) [dev. need to problem-solve, become independent]
- self- discovery / learn about yourself / find the real you / inner peace
- getting supplies (det. meat from town, seldom travelled gravel path, Badluck Way) [dev. need to be resourceful and plan in advance]

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