

Grade: IX

FIRST LANGUAGE ENGLISH

Dt : 26.03.20

MARK SCHEME 5
JOURNAL WRITING

Day: Thursday

Responses might use the following ideas.

A1: what you had to do that day

leave work / not go to work (det. helping Papa with court case) [dev. worried]

pick up **youngest son** first (det. from pre-school) [dev. no time to change him out of his uniform]

get **eldest son** out of class (det. whispering with teacher) [dev. gave excuse and sorry to

interrupt class / teacher supportive of real reason]

escape / find safety (det. to the friend's house / get past a road block / check of some sort) [dev. concerned would be in trouble, vulnerable]

meet husband / partner later (det. at house of friend / associate)[dev. why he is not with them / what he was doing (court case – lawyer/judge/defendant)]

lie to boys / keep news from them (det. a trip / turn off the radio) [dev. not a real holiday at all]

terrified / frightened / on edge (det. sucking mint(s), tapping on wheel) [dev. their life has changed forever]

A2: how each of your children behaved and their reactions that day

youngest son went to sleep in car initially (det. usual behaviour) [dev. he wasn't worried to start with / very young still so doesn't understand]

eldest son wanted to go to friend's house (det. B, goes every Thursday) [dev. good friends/ distract each other in class]

youngest son's concern re his things (det. Goofy) [dev. didn't want to upset him / knew there would be a scene]

deliberate provocation by eldest son (det. asked question on purpose to make brother react) [dev. very angry/upset, only young himself, can't / shouldn't expect as much of him / he'll need to grow up fast]

it's not fair (det. always saying it) [dev. this time may well be right / explanation of comparison to father e.g. he is fighting for justice / suffering an injustice / feels guilty (for putting children through it)]
constant **nagging / argument** from children (det. Goofy/B's) [dev. stressed]

A3: the future for yourself and your family and what will happen now

Reward an idea about:

children's social routine disrupted (det. watching favourite t.v. programmes, old life disappeared) [dev. concerns about whether they will be able to adapt / may not see them again]

educational impact (det. mid-term) [dev. may find it hard to catch up]

parental relationship with children (det. hate her) [dev. guilt , resentment]

husband's safety / reliability / relationship (det. arriving after them)

[dev. may not yet have
arrived / be late]

practical concerns: loss of lifestyle / possessions / where they might
go next (det. work, only has school shoes and uniform) [dev. will not be
able to work herself now, how will they manage]

consequence(s) of threat: new identity, uncertain future

nature of the threat: being pursued, someone looking for them

court case has gone wrong (det. black limousines, roadblock, court
case, Papa's sense of justice) [dev. relevant suggestions re possible
nature of threat in relation to Papa / the family]

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