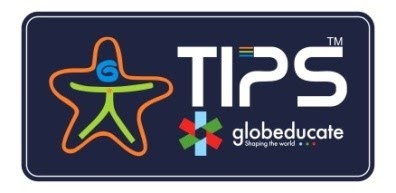
THE INDIAN PUBLIC SCHOOL 

TOPIC- LETTER WRITING

**GRADE-X**

**MARK SCHEME-1**

Responses might use the following ideas (note that certain points could be used for different

purposes):

A1: Conditions

• beds too close together [dev. lack of privacy ]

• state of the beds (thin mattress; filthy pillows) [dev. uncomfortable]

• poor lighting (no shade; flickering) [dev. dangerous / unpleasant]

• kitchen hygiene (sinks full; no tea towels; over-flowing rubbish)

• out of date food (det. bulging yoghurt pots) [dev. unsafe]

• windows don’t open (det. encrusted with flies) [dev. no ventilation]

• dangerous flooring (det. threadbare carpets; tripping)

• unpleasant smell (det. gas; leaking rubbish bags)

• dirty / unclean (det. cracks in dormitory sink; moulded toothpaste mounds)

• run down area (det. rats)

Dev: reactions including revulsion / horror / shock / concern

A2: Mismanagement

• loud music (det. played late at night; outside) [dev. encouraging anti-social behaviour]

• work unsupervised / not enforced (det. cleaning rota; temporary workers)

• manager too relaxed / familiar with young people (det. outside at party) [dev. inappropriate]

• irresponsible / not checking safety aspects (det. gas leak not reported; food in fridge)

• reception not staffed (det. he leaves it to join party) [dev. anyone could get in]

• outdated / unmonitored information / adverts (det. boards not cleared / tidied)

• no curfew (det. partying late)

Dev: poor service / value for money; opinions of Jed; lack of security / supervision

A3: Likely consequences if hostel stays open

• fire / explosion (det. gas; bad wiring)

• electrical failure / blackout (det. light bulb flickering)

• asphyxiation (poisonous gas fumes; no air)

• being trapped (jammed windows; bed too close)

• illness / food poisoning (det. out of date food / poor hygiene)

• injury (det. unshaded bulb; overcrowding; tripping on carpet)

• infestation / disease (det. rats; rubbish)

• abduction/stranger danger (det. notices; unmanned reception)

• transport accident (det. bus trip; old cars)

Dev: taking any of these further e.g. rats will spread through whole neighbourhood; contagious

disease will become an epidemic; possible fatalities; management will be sued; reputation of the

city will be harmed

**PTO**

**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 |