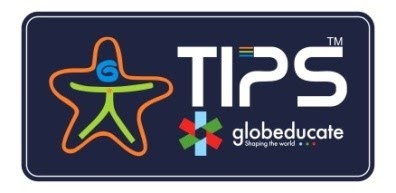
THE INDIAN PUBLIC SCHOOL 

TOPIC- REPORT WRITING

**GRADE-X**

**MARK SCHEME-2**

Responses might use the following ideas:

A1: situation and events leading up to Hilyer being reported missing

• The friends were staying in area (det. Mrs Grace’s farmhouse)

• Planned to walk on the moors

• They set out together

• Anita Myborg stopped behind to look at birds (det. eagles, naturalist)

• Hilyer and Frensham argued about which way to go

• Hilyer took the path to the village of Malbrun

• Anita Myborg and Frensham returned separately to the farmhouse

• Hilyer did not return and has not been found subsequently

A2: why it might have been dangerous for a visitor to walk alone in the area (general risks)

• Lack knowledge of the area (det.marvel at the view) [dev. see it as picturesque rather than

understanding dangers]

• Remote area (det. only one other rambler that day) [dev. would be unlikely to get help from

passer by]

• Might be some truth in stories / rumours (det. bad village,full of dangerous animals)

• Natural hazards – allow examples height of path / steep cliff one side / area of forest

• Difficult to navigate / might lose way easily (det. grey hills all look same, paths that lead

nowhere)

Note: some candidates may suppose that the reporter visits the area and makes inferences about the village, using the evidence in the passage.

A3: the other theories people you interviewed might have about what happened to Hilyer

(specific theories)

theories might include :

• abduction (by UFO) / captured / imprisoned (det. strangers on path, lights at night, young man

locked up)

• attacked by animals

• accident e.g. drowned det. sudden deep water (det. warned him not to go)

• lost his way forest (det. paths that lead nowhere, reference to map)

• found something he shouldn’t allow reference to military installation (det. high wire fence plus

visiting journalist might discover further details in the village) [dev ‘keeping people out for a

reason’ / implication of cover up / inferences as to why the police officer appears unhelpful]

• shot (det. sounds of gunshots / military installation)

• someone else involved

e.g. ‘rambler’ might not have been innocent / might have attacked Hilyer

e.g. inferences over Frensham’s lengthy interview by police [dev. Anita may be suspicious that

Frensham is involved or knows more than he has said] [dev. Anita may have seen argument through the powerful binoculars]

Note: candidates may choose to attribute theories to specific ‘interviewed’ characters.

**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 |