



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

Marking Scheme

English

Foundation Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

A. Find answers to the following questions:

1. **What happens when the sun sets?** (5)

A whole new shift of animals emerges from their daytime hiding places.

(x 5marks)

Accept also candidate's own interpretation of this.

2. **Why are animal sounds easier to hear at night?** (5)

Animal sounds are easier to hear at night because there is less traffic.

(x 5marks)

3. **Name five foods that Badgers eat.** (5)

Earthworms, insects, small mammals, birds, fruit, vegetables, seeds.

(Any 5 x 1 mark each)

4. **Where do bats prefer to roost?** (5)

Bats prefer to roost in modern, clean houses.

B. According to the article, why do some animals come out at night-time? (10)

Many animals find it easier to hide from their enemies in the darkness.
Night time animals have keen senses to help them search for food or mates or to detect danger.

(0-10 marks)

Accept also candidate's own interpretation of this

C. According to the article, what problems can mice cause people? (10)

- They can eat our food
- They can spread disease
- They can set off burglar alarms

(Marks 4+3+3)

D. Which of the animals, do you think, is best suited to life in the city? (10)
Give reasons for your answer.

Choice of animal

(x 2marks)

Reasons

(x 4 marks each)

Also accept one fully developed response

(0-8marks)

E. **Do you think that these animals make the city
Frightening or Dangerous or Interesting?** (10)
Give reasons for your answer

Choice

(x 2 marks)

Reasons

(x 4 marks each)

SECTION 2:**PERSONAL WRITING****60 MARKS**

Write about one page on **ONE** of the following topics.

PICK ONLY ONE TOPIC

A. The Pet Shop

B. Write a story that has **all** of the following:

Interesting characters

and

An interesting place

and

A surprise ending.

C. The Rescue

D. Boy: *You'll never get away with it. No way, never!*

Girl: *Oh yeah? Just watch me.*

Write the rest of this conversation.

E. Trouble at school

F. Dreams

G. *I opened the door slowly, afraid of what I might find...*

Continue this story.

H. Lost in the City

Evaluate, by impression, bearing in mind the following equally weighted aspects of the composition:

- Is the writing a clear response to the chosen topic?
- Has the writer managed to shape the response in a purposeful way?
- Is the command of language sufficient to communicate thoughts and feelings with ease and effect?

F	E	D	C	B	A
6»	15»	24»	33»	42»	51»

ANSWER EITHER A OR B:

- A. Your cousin lives in another country and has just missed a big family party. Write a **letter** to your cousin describing the party.

In your **letter** you should:

- Tell your cousin what the party was for
- Describe where the party was held
- Describe the people at the party
- Tell your cousin what you enjoyed about the party.

Expect Letter format:

Reward equally:

- Appropriate greeting and salutation
- Description of location and people
- Personal engagement and opinion given as to element of enjoyment
- Appropriate tone

OR

- B. You have been asked to write an **article** for your school's website about the day a celebrity visited your school.

In this **article** you should:

- Name the celebrity and explain why he or she is famous
- Describe the preparations made for the visit
- Explain what happened on the day
- Describe what you enjoyed about the day

Expect Article Format:

Reward equally:

- Register appropriate to article
- Factual descriptions of the event
- Description of the day
- Personal opinion and comment appropriate to target audience

Candidates are expected to follow the instructions for full marks

Evaluate using the full range of marks.

F	E	D	C	B	A
6»	15»	24»	33»	42»	51»

Answer **ANY THREE** of the Sections 4, 5, 6 and 7 which follow.

SECTION 4

FICTION

60 MARKS

- A. 1. What did Becky do when she went to her bedroom? (5)**
She sat on the bed and wrote the letter she would be
leaving behind. (x 5 marks)

- 2. What was hidden in her cupboard? (5)**
Her rucksack was hidden in her cupboard. (x 5 marks)

- B. What impression do you get of Becky?
Give reasons for your answer. (10)**

Possible answers:

- I think she loves animals
- I think she is kind and sensitive
- I think she is adventurous/brave etc.

(Mark 0-10 ex impression, expecting a least **2 reasons** for full marks)

Accept any well developed response in the context of the extract for full marks.

- C. “She kept it short. She folded the letter and slipped it under her pillow.”**

Write the letter that you think Becky left behind her. (10)

(Mark ex impression 0-10 marks)

Expect the letter to contain an explanation for leaving
and personal engagement with Becky’s situation or relationship
with her mother/stepfather.

- D “All she knew was that she and Brighteyes were walking the road that led
to the rest of the world...”**

**Write the next ten lines of this story, describing where you think Becky and
Brighteyes went and what might have happened to them. (10)**

(Mark ex impression 0-10 marks)

E. Think about a Novel or Short Story you have studied. (20)

Name the Novel or Short Story (x 2 marks)

Describe a difficult decision that the main character had to make. (0-8 marks)

- Description should include detailed information about the decision, including the reason why the decision was difficult for the main character. Candidates are free to choose any part of the novel or short story or provide an overview of the difficult decision faced by a character throughout the course of the novel or short story. The focus must be on the difficult decision.

**Do you think this character made the right decision?
Give reasons for your answer.**

(0-10 marks)

- Mark ex impression expecting the candidates to focus their response as to the merits of the decision made by the character in question. Expect a personal response based on **either** events in the novel or short story **and/or** the personality of the character.

SECTION 5**POETRY****60 MARKS**

- A. 1. Where does the poet like to stand? (5)**
The poet likes to stand by the tree. (x 5 marks)
- 2. What does the poet like to imagine? (5)**
The poet likes to imagine that all the space belongs entirely to them. (x 5 marks)
- B. 1 What time does the whistle go? (5)**
At precisely five to nine (x 5 marks)
- 2 Where does the poet stand in the line? (5)**
The poet stands last in the line. (x 5 marks)
- C. Which stanza did you like best in this poem? (10)**
Give reasons for your answer.
Choice (x 2 marks)
Reasons (2 x 4 marks)
Also accept one well developed reason for full marks
- D Imagine you are a teacher in this school. Describe what you think and feel as you watch the children playing in the playground. (10)**
(Marks 0-10 ex impression)
Allow for an imaginative response based on the descriptions in the poem.
- E Think about another POEM you have studied that you found interesting. (20)**
Name the poem and the poet (2 x 1 mark)
Describe what happens in the poem (0 - 8 marks)
Mark ex impression expecting the candidate to provide a clear description of their chosen poem. Candidates must not use the poem on the paper.
Explain what you found interesting about the poem. (0-10 marks)

Mark ex impression expecting the candidate to provide relevant reference from the poem. Expect the candidate to focus the response on **why the poem was interesting**.

Reference may include: Quotes from the poem, reference to theme or specific part of poem, reference or quotation of words used etc.

SECTION 6	DRAMA	60 MARKS
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- A. 1. Who is Mrs Dixon? (5)**
 Mrs Dixon is the school secretary.
 Mrs Dixon is the old lady that works in the office.

(x 5 marks)

- 2. Who owns the biscuits? (5)**
 The Principal (owns the biscuits).

(x 5marks)

- B. Why does the class think that stealing the biscuits is a challenge? (10)**

Mark ex impression (0 - 10)

Possible responses:

- The biscuits are in Mrs Dixon's office and she sits there all day
- Her office is beside the Principal's office
- Mrs Dixon has a reputation for being grumpy and if they are caught "she'll peel you, cook you and eat you alive."

Accept candidate's own response in the context of the events of the scene

- C. From your reading of the scene, what impression do you get of Dan? Give reasons for your answer. (10)**

Mark (0 - 10 ex impression)

Possible answers:

- I think Dan is the leader in the class as he comes up with the idea to steal the biscuits.
- I think Dan could be a troublemaker as he doesn't seem to care if he gets caught.
- I think Dan is brave because he wants to steal the biscuits because it is a challenge.
- Etc.

Allow for an imaginative response based on the events in the scene.

- D. You have been asked to write the next scene which takes place in the office. Dan has decided to try and steal the biscuits himself. (10)**

Describe who is in the office and what is happening at the start of the scene. (x 4 marks)

- Events and people should be clearly stated.

Write the text of a short conversation between Dan and Mrs. Dixon. (x 3 marks)

- Candidates are free to provide imaginative response.
- Conversation format required.

Describe what happens at the end of the scene (x 3 marks)

- Factual description of events **at the end** of the scene.

- E. Think about a play or film you have studied. (20)**

Name the play or film. (x 2 marks)

Describe a part of the play or film where a character did something dangerous OR something bad. (0-8 marks)

Expect a detailed description of one part of the play or film where the actions of the chosen character were either dangerous **or** bad.

How did you feel about the character at the end of play or film?

(mark ex impression 0-10)

Expect a personal response, supported by evidence from the play or film. The candidate must focus the response **on their reaction** to the character **at the end** of the chosen play or film.

Look carefully at the magazine cover on **Page 2 of Paper X**.

- A.**
- 1. Name the Magazine.** (5)
RSPCA Animal Action (for kids) (x 5 marks)
- 2. What comes free with this magazine?** (5)
Rainy day activity book (x 5 marks)
- 3. Name two things you can win.** (5)
Hex bugs, Pillow Pets, Unlikely Friendships book,
Walking with Dinosaurs tour tickets.
Any two of the above (3 + 2 marks)
- 4. What issue is on sale on the 16th of January?** (5)
February/March issue is on sale. (x 5 marks)
- B. Name three of the stories that you can read about inside this magazine?** (10)
- Creature feature (Siberian tiger)
 - Helping Hedgehogs (Horace the rescued hedgehog)
 - Rescued and Rehomed (rehomed pets)
 - RSPCA Young photographer awards
- Any three of the above (4 + 3 + 3 marks)
- C. Look carefully at the magazine cover on Page 2 of Paper X.**
- 1. Describe the main image on the front cover of this magazine.** (5)
Candidates are expected to provide a factual description of the
Siberian Tiger. (0-5 marks ex impression)
- 2. Suggest one other image you could use on the front cover to make it more eye-catching.** (5)
(0-5 marks ex impression)
- Candidates are free to suggest any image in the context of genre presented but must also include the idea of eye-catching. (E.g. use of colour/unusual image etc.)
- D. Who do you think would be most likely to read this magazine?**
Give reasons for your answer. (10)
(Mark 0 – 10 ex impression)

Expect the candidate to clearly state the target audience and to articulate at least **two reasons** to support their choice **or** one well developed response for full marks.

E. You have been asked to design a cover for a different magazine about animals.

- **Give your magazine a name** (x 2 marks)
The name chosen should reflect content of a magazine about animals and should not be the name of the magazine on Paper X.

- **Describe the images you would put on your magazine cover**
(0 -4 marks ex impression)

Expect candidates to describe at least two images that relate to content of a magazine about animals. Expect description of colour, size and layout as appropriate to this level.

- **Describe two free gifts that you would offer to your readers**
(0 -4 marks ex impression)
Expect candidates to suggest free gifts that demonstrate an understanding of target audience as appropriate to this level. (10)

SCRIPTS GRANTED REASONABLE ACCOMMODATION.

Scripts granted reasonable accommodation require a Modified Marking Scheme to be applied to:

- **Section 2-Personal Writing**
- **Section 3-Functional Writing.**

Marks awarded to these sections will be divided by 9 and multiplied by 10. So, for example, if a candidate's script is marked using the modified marking scheme and a score of 36 out of the total 60 is awarded to either Section 2 or Section 3, this mark will be divided by 9 and multiplied by 10 — i.e. $36 \div 9 = 4 \times 10 = 40$. The candidate is awarded 40 (not 36) out of 60. A candidate who has been granted a spelling and punctuation waiver does not have their spelling and punctuation considered when marks are being awarded.

