



**JUNIOR CERTIFICATE
ENGLISH**

ORDINARY LEVEL

2006

**MARKING
SCHEME**

1 READING

60

Efferent reading establishes facts, evidence and ideas.

Aesthetic reading demands re-reading, reviewing and reflecting

Assessment tests skimming, scanning, re-reading and close reading (Syllabus)

A Expect information to be given along the following lines:

- 1 Last few metres! / I was about to cross the highest platform on earth / the world below my feet / Summit of Everest. **5**
- 2 Began to feel soul and body somehow parted company / unsure whether he was alive or dead but continued to the summit. **5**
- 3 Those who had gone before him / Those who had never completed the journey back to Base Camp. **5**
- 4 Excited, elated / proud to be Irish. **5**

B Candidates must give Two reasons why climbing Mount Everest is a very exciting adventure e.g. *danger, amazing views, once in lifetime event, pinnacle of achievement, etc.*

(2x5)

- Each reason MUST refer to the passage. **10**

C Explanation of the following

- 1 My emotions were running riot (Par 2) e.g. *very powerful feelings, feelings almost put of control, extremely excited, etc.* **5**
- 2 Being more single-minded than was fair to those close to me. (Par 5) e.g. *selfishly determined, inconsiderate of others, uncaring, etc.* **5**

D What was the dream? - *reach the summit / climb Mount Everest* (5)

What was the reality? - *achieving his goal...* (5)
10

E *Five* interview questions (5x2)
10

2 PERSONAL WRITING 60

Respect -- a candidate's basic skills and creative responses.

Respect -- a candidate's linguistic competence.

Assessment tests compositional skills (Syllabus)

A COMPOSITION ON ONE OF THE GIVEN TOPICS

This is an unstructured question ... The candidate provides the structure.

- Remember that this task is one of composition.
- Candidates **compose** microstructures (phrases, sentences etc.) and macrostructures (paragraphs, links, coherent unit) built on thoughts, feelings etc.

Evaluate, using the full range of marks.

F E D C B A
6➤ 15➤ 24➤ 33➤ 42➤ 51➤

3 FUNCTIONAL WRITING

60

-- teaches spelling, punctuation, sentence structure and paragraph organisation.
-- develops a sense of audience and language appropriateness.
Assessment tests compositional skills. (Syllabus)

A Letter - *Invitation to Pat Falvey to give a talk to the students in your school.*

To achieve full marks candidates MUST state

- When they would like Mr. Falvey to come.
- Why they have chosen him.

The letter must be written in an appropriate register and format.

OR

B For or Against: *Debate Speech*

People today are rude and inconsiderate.

Candidates must

- State whether they are *for* or *against* the motion.
- Present more than one point in their speech.
- Coherently argue their side of the motion.

The speech should be written in an appropriate register and format indicating an understanding of the elements of speech writing.

Award marks for evidence of thought about

- The motion,
- The audience

- The order of presentation
- The tone.

4 POETRY

60

Aesthetic reading (of poetry) requires - an understanding of sounds, mood, tone, imagery and setting.

Assessment tests Candidates' 'escape from the prison of the literal' (Syllabus)

A Words or phrases suggesting the child was isolated or unpopular.

Many examples in first three stanzas 5 marks

Explain choice of words or phrases 5 marks

10

B Selection – (*The child / Other children / Adults*) ... 2 marks

Two or more reasons for answer ... 2 x 4 marks

10

C Final stanza - a surprise? 2 marks

Why? Why not? 8 marks

10

D Like child as friend? Yes / No? 2 marks

Why? Why not? 8 marks

10

E Name poem and poet. 5

Description of sad or happy picture of the young person. 5

How poet gives the impression of sadness or happiness 5

Why liked or disliked the poem? 5

5 FICTION

60

Aesthetic reading is a psycho-linguistic guessing game.

Aesthetic reading demands re-reading, reviewing and reflecting.

Assessment tests Candidate's 'escape from the prison of the literal' (Syllabus)

- A** 1 *Envelope / size / white / sense of curiosity* 5
2 *The heart is a big muscle in the middle of the chest / it cannot snap in two like a cheese and onion crisp.* 5

- B** Mossie's opinion of Valentine cards - *Nonsense / no time for them / slushy / lovey-dove, etc.....*
Answer MUST refer to the text. 10

- C** Sort of boy Mossie is

Interpretation based on text e.g. *curious, serious, private, withdrawn, sensitive, proud, stubborn, easily angered, etc.*

Any well developed answer 10

- D** Choice of best paragraph 2 marks

Explanation of paragraph

8 marks

10

E NOVEL or SHORT STORY

Description of character at the beginning of novel or short story. 5 marks

Explanation for character's change. 5 marks

Description of character at the end. 5 marks

Reasons for preferring the character before or after change 5 marks

20

6 DRAMA

60

Classroom drama engages students in "living out imagined experience"

Performing / producing encourages students to interpret plays.

Assessment tests knowledge of dramatic concepts. (Syllabus)

A What learned about Billy's character

e.g. curious, sensitive, studious, independent, resourceful, etc.

Any well argued answer

10

B Diary entry for that day

Answer MUST be based on the scene. *Might include visiting kestrel's nest, business with Jud, preparation of shed and nesting box, his mother, etc.*

10

C Description of Billy and Jud's relationship with their mother

Answer must contain specific evidence from the text *e.g. easy-going, not very involved with each other, more like pals, etc.*

10

D Dialogue: Between brothers when Jud returns home that night.
MUST adopt dialogue format
(about 10 lines)

10

E Play or Film

- Name studied play or film 2 marks
- What caused the disagreement? 6 marks
- Was the disagreement settled? Why? / not? 6 marks
- Satisfied with ending? - reasons for answer 6 marks

20

7 MEDIA STUDIES

60

Viewing develops understanding of media concepts - pictures shapes and text.

Awareness is sharpened by viewing and reading and listening.

Assessment tests response to pictures, shapes and text (Syllabus)

A Selection 2 marks
Reasons for answer. 8 marks

10

B (i) All kinds
Psychological benefit – turns a miserable day into an ok day.
Sweets (calories) full of joy.

5

(ii) Arguments convincing? Why / Why not?

5

C	One reason well developed <i>e.g. general layout, visual impact, copy, image, product, target audience, etc. ...</i>		10
D	Select advertisement	2 marks	
	<i>Two improvements with reasons.</i>	2 x 4 marks	10
E	Leaflet for a Dentist's waiting room		
	DO's	10 marks	
	DON'T's	10 marks	20