

Junior Lyceum Entrance Examination 2001
ENGLISH Mark Scheme

A. The following sentences tell a story. Underline the correct word or group of words from those in brackets.

(If more than one item is marked, the first choice in the sequence of answers is the candidate's choice.)

- | | | |
|-------------|----------------|------------|
| 1. is | 2. is studying | 3. during |
| 4. afford | 5. skin | 6. finally |
| 7. along | 8. suspected | 9. but |
| 10. himself | | |

(10 marks)

B. Match the two parts of the sentences by putting the correct letter in the boxes given (as in the example).

- | | | |
|-------|-------|-------|
| 11. G | 12. A | 13. H |
| 14. D | 15. B | 16. J |
| 17. I | 18. C | 19. E |
| 20. F | | |

(5 marks)

C. Read the whole paragraph carefully. Fill in the blanks with a suitable word from the list below. The first blank (0) has been filled for you.

(Deduct ½ mark for spelling and/or punctuation errors.)

- | | | |
|----------------|-------------|-------------|
| 21. wearing | 22. pair | 23. glasses |
| 24. alone | 25. anyone | 26. that |
| 27. wrong | 28. However | 29. courage |
| 30. anything | 31. street | 32. scared |
| 33. belongings | 34. found | 35. secret |

(15 marks)

D. Put the right question tag at the end of each sentence. The first one is done for you:

(Deduct ½ mark for spelling and/or punctuation errors.)

- | | | | |
|-----|---------------|-----|--------------------------|
| 36. | have you ? | 37. | haven't we ? / don't we? |
| 38. | is it ? | 39. | wasn't there ? |
| 40. | didn't they ? | | (5 marks) |

E. Fill in with the suitable preposition:

(Deduct ½ mark for spelling and/or punctuation errors.)

- | | | | | |
|---------|----------|---------|-------------|----------|
| (41) in | (42) for | (43) in | (44) in | (45) by |
| (46) on | (47) At | (48) of | (49) behind | (50) off |

(5 marks)

F. Comprehension

Underline the correct answer

(If more than one item is marked, the first choice in the sequence of answers is the candidate's choice.)

51. The passage is about:
- a. A boy going to a boarding school in England

(2 marks)

52. Put True or False in the blank spaces.

- | | |
|---|-----------|
| a. Arkle kept a frog in his tuck-box. | ___ T ___ |
| b. Saint Peter's was in the middle of the town. | ___ F ___ |
| c. Saint Peter's is the name of a hospital. | ___ F ___ |
| d. The Headmaster told the boy's mother to leave. | ___ T ___ |
| e. The boy knew clearly what was going to happen. | ___ F ___ |

(5 marks)

53. Write down four things one might find in a tuck-box, besides food.

Any four of the following:

- i. a magnet;
- ii. a compass;
- iii. a ball of string;
- iv. a clockwork racing-car;
- v. half a dozen lead soldiers;
- vi. a catapult;
- vii. some marbles;
- viii. some foreign stamps;
- ix. a frog

(2 marks)

Use complete sentences to answer the questions below.

Deduct $\frac{1}{2}$ **mark for misspelling and/or** tense errors in the answers: NOT more than ONE mark per question.

54. Why did Arkle make a hole in the lid of his tuck-box?

He/Arkle made a hole in the lid of his tuck-box to be able to keep a frog there / so the frog could breathe / to allow air to get through to the frog he kept there.

(2 marks)

55. Which word or phrase, in the first two paragraphs, tells you that the boy was feeling worried and afraid?

The word/phrase is: "apprehensive" / "to grow apprehensive" **(Do not accept "no idea what was in store for me").**

(2 marks)

56. Why did the author describe the school as a hospital?

It was a long, three-storeyed building. **(Accept :The place was isolated from the rest of the town.)**

(2 marks)

57. Explain why you think the boy considered the Headmaster to be a giant.

He considered the headmaster to be a giant because he was tall and he also states/says that he believes/feels "all Headmasters are giants and this one was no exception".

(2 marks)

58. What makes the boy think the Headmaster is a shark?

The boy thinks the Headmaster is a shark because he grinned at him showing his flashing teeth. / The boy felt that the grin resembled/looked like that of a shark just before it gobbled/ate up small fish.

(2 marks)

59. Find words in the passage which mean the same as:

a. got on	Par. 2	Boarded
b. a large travelling chest	Par. 2	Trunk
c. swallows	Par. 5	Gobbles

(3 marks)

60. Give the meaning of the following words or phrases as used in passage:

a. briskly	Par. 6	quickly, hurriedly,
b. glistened	Par. 5	shone, looked shiny
c. assumed to be	Par. 4	thought, felt, believed, understood (to be)

(3 marks)

61. Write down four facts about the Headmaster's appearance.
(In any order.)

- i. He had a gold tooth.
- ii. He had a grin like a shark's.
- iii. He was tall.
- iv. His hair glistened/gleamed with hair cream. / was plastered down with hair cream.

(2 marks)

62. Why did the boy begin to cry? Give three reasons.
(Any three of the following) The boy began to cry because:

- i. it was the first time he was away from home on his own,
- ii. his mother had left,
- iii. he was left on his own when the Head moved on to talk to someone else.
- iv. he was afraid of the Headmaster,
- v. he found himself in new surroundings,
- vi. he did not know what was going to happen to him.

(3 marks)

G. Composition.

(30 marks)

In not less than 150 words write a composition on **ONE** of the following:

The mark is to be an impression mark to check the candidate's ability to write in continuous prose using correct sentence structures and a choice and range of vocabulary. The writing should have correct spelling, punctuation and an orderly presentation - including paragraphing.

GOOD:	<p>The writing is well constructed in an appropriately chosen form showing the development of the theme. Detail and sequence are managed well. Ideas, including dialogue, are organised appropriately into paragraphs and used effectively.</p> <p>The writing presents confident sentence structures, choice and range of vocabulary, style and skill in communicating. Error free writing places the composition high up on the band.</p>
SATISFACTORY:	<p>The composition demonstrates competence in the use of language to communicate. The writing is coherent and well placed, with the beginning, middle and end suitably distinguished and ideas or events logically related. The approach used might not be that exciting or original.</p> <p>Most sentences are correctly demarcated showing an understanding of sentence structures and fairly valid punctuation usage. There are errors, perhaps occasional gross errors, but not so many as to affect comprehension, or create incoherence.</p>
POOR:	<p>The writing demonstrates some awareness of the basic knowledge of composition writing, perhaps even having an opening and a conclusion, but it contains passages that show a significant inability to communicate immediately with the reader.</p> <p>The ideas and sentences are sometimes demarcated by capital letters and full stops, but there are too many errors in sentence structure, spelling punctuation and idiom, making communication nearly or almost impossible.</p>

While correcting follow this procedure:

- (i) On a rough sheet list strengths and weaknesses along these lines;

<u>Strengths</u>	<u>Weaknesses</u>
presentation / paragraphing	punctuation
sentence structure	spelling
	some obscurity

- (ii) In the light of your assessment of work as a whole, and taking into account:

a) content, b) expression, c) accuracy,

place the candidate in one of the three main bands on the grid below; then using your rough strengths / weaknesses list, place the candidate in the first or second sub-band on the band chosen.

- (iii) Working from the underlined mark, fine tune further as per **strengths and weaknesses** list by about one or two steps up or down on the chosen scale.

This should give a fairly standardised mark for the compositions.

Writing which is “Out of point” or “Obviously memorised” should be penalised by starting at 15 marks respectively. Assessment is then at the marker’s discretion. No marks/Zero “0” is given only when there is nothing written.

GOOD:	excellent	30	29	<u>28</u>	27	26
	pleasant to read	25	24	<u>23</u>	22	21
SATISFACTORY:	competent	20	19	<u>18</u>	17	16
	just adequate	15	14	<u>13</u>	12	11
POOR:	weak	10	9	<u>8</u>	7	6
	very weak	5	4	<u>3</u>	2	1

Titles

63. The writing may focus on a real or imaginary visit to a zoo. The candidate may use the picture sequence or words given.
64. The candidate's writing may focus on describing the actual following sequence or even go beyond it.
65. The writing may be either narrative or descriptive. Besides events, the writing may also focus on feelings as well.
66. The writing should be a narrative. The writing may show what was damaged and to what extent this was done. The writing should also show how the event progressed and ended up.
67. The writing may focus on the description of the events showing why the person was a bully and what has brought about a change.