

JUNIOR LYCEUM EXAMINATION 2002 ENGLISH – MARK SCHEME

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

(If more than one word or group of words is marked, the answer is to be marked as incorrect.)

- | | |
|------------------|--------------------|
| 1. of trees | 6. do you |
| 2. place | 7. wasn't any good |
| 3. dead oak-tree | 8. hardly |
| 4. it | 9. environment |
| 5. felled | 10. habitat |

(10x1 mark = 10 marks)

B. Fill in the blanks with one word to complete the paragraphs. Do not use the same word more than once.

(Deduct ½ mark for spelling errors.)

- | | |
|---|--|
| 11. bad/big/horrible/dreadful/terrible/
threatening/ dangerous/ fierce/ great/
scary/ violent | 16. anorak/boots/cap/clothes/coat/shoes/
jacket/cloak |
| 12. big/huge/high/rolling/strong/roaring/
scary | 17. out |
| 13. so | 18. one/boat/vessel |
| 14. howling/screeching/strong/scary | 19. away/off/along/out |
| 15. will/might/could | 20. in |

(10x1 mark = 10 marks)

C. Insert the correct form of the verb and the suitable preposition in the following blanks.

(Deduct ½ mark for spelling errors. Tense error: no mark.)

- | | |
|---|---|
| 21. talked to/talked about/rang up/
phoned up/communicated with
(Present Tense also acceptable) | 26. came back/got back/went back/flew
back/went out/ stayed in |
| 22. blew up/played with/pumped up | 27. Get off/Come to/Go to/Come in |
| 23. looked for/searched for/asked for | 28. got through |
| 24. look after/play with | 29. took out/got out/pulled out |
| 25. wake up/get up/go out/walk in | 30. put away/cleared (clear) away
gathered (gather) up/put in |

(10x1 mark = 10 marks)

D. Look at the picture and complete the sentences.

(Deduct ½ mark for spelling: NOT more than ONE mark per question. Tense error: no marks.

Accept a one-word answer, if grammatically correct and if related to the picture.)

31. If the girl steps on the banana skin, she will slip (fall) and hurt herself/get hurt/miss the bus/get run over by the bus/break her bones.
32. If the man on the bicycle falls/loses his balance/drops the parcels/hits the bus/doesn't watch where he is going, he will cause an accident.
33. If the boy crosses the street (road) without looking/crossing the road is not careful, the car will knock him down.
34. If the man falls off the ladder, he will hurt himself/he will get hurt and he will have to go to hospital.
35. If the bucket falls off/the man knocks the bucket off the window sill, the water will splash on the woman and her dog.

(5x2 marks = 10 marks)

E. Underline the sentence that best explains what the words in the boxes mean.

36.	b) Take two tablets everyday.	39.	c) Do not step on the grass.
37.	d) It is suitable for children who are six and over.	40.	a) Pay the right amount.
38.	c) Your dentist needs to know about any medicine you are taking.		

(5x1 mark = 5 marks)

F. Comprehension**(25 marks)**41. **Underline the correct answer.**

Kay crept under the table

c) **to look inside the box.****(1 mark)**42. **Put a tick (✓) in a box to show if the sentence is TRUE or FALSE from the information in the passage.**

- a) Kay was in the bathroom.
- b) The wooden box was very old.
- c) A picture of little bells was on the first page of the book
- d) The cock crowed two times before the box opened.
- e) Two giants threw petals from the trees.
- f) There were no flowers in the forest.

TRUE	FALSE
	✓
✓	
	✓
✓	
	✓
	✓

(6x½ mark = 3 marks)**Use complete sentences to answer the questions below.****(Deduct ½ mark for spelling and/or tense errors in the answers: NOT more than ONE mark per question.)**

43. What noise did Herne's silver chains make?

They made the sound of small tinkling bells.**They tinkled (like little bells).****(2 marks)**

44. How can you tell that Kay trusted Herne the Hunter?

Kay trusted him because as soon as Herne stretched out his hand, he took it at once.**He trotted behind him.****(2 marks)**

45. What made it difficult for Kay to see clearly under water?

He could not see clearly because of the dark weeds.**He could not see clearly because of the darkness of the weeds.****He could not see clearly because of the dim flowing water.****(2 marks)**

46. Why did Herne and Kay get out of the water?

They did not want the pike to attack them.

The pike was about/going to attack them.

They wanted to get away from the attacking pike.

They saw a shape with eyes that gleamed and hooky teeth that showed.

(4 marks)

47. Write in your own words what happened to Herne when they returned to the forest.

He became (part of)/merged into an oak-tree and his antlers became/turned into branches.

(2 marks)

48. What lesson was Herne teaching Kay when he spoke about the wolves, the hawks and the pike?

Be careful of dangerous animals (wolves, hawks, pikes).

(2 marks)

In life you have to be careful of (lurking) danger/things which could be harmful.

(3 marks)

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

a)	a male deer (paragraph 4)	stag
b)	wished (paragraph 5)	desired
c)	shone (paragraph 8)	gleamed
d)	destroyed (paragraph 9)	ruined

(4x1 mark = 4 marks)

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

a)	wavering (paragraph 8)	changing into/ becoming / taking the form of/moving from side to side
b)	in the nick of time (paragraph 8)	just in time/at the same moment the fish attacked
c)	dangling (paragraph 9)	hanging
d)	shrank (paragraph 10)	became smaller

(4x1 mark = 4 marks)

G. Composition

Write a composition of about 150 words on ONE of the following.

(30 marks)

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

51. The children can focus on any event they like as long as what is narrated shows a logical sequence of events and takes time in more or less the specified time.
52. The writer is expected to create a narrative emphasising the salient points of the picture sequence. S/He may use the given words, but the writer may also deviate, within reason, from the picture sequence bringing in any ideas or approach desired.
53. The writing should be an imaginative description of a creature or any other animate or inanimate thing and what happened once it was out of the well.
54. The writing may be narrative or descriptive. The focus should be on describing the environment which brought the writer in close contact with nature.
55. The candidate is expected to write a letter using Kim's name and address. **Three marks are deducted** if one uses one's own name and address. The writing should have a logical sequence to the opening of the letter and the main focus should be on writing about the festivity or event.