

## JUNIOR LYCEUM EXAMINATION 2003

### ENGLISH MARK SCHEME

- A.** The following sentences tell the story of the first astronaut – a chimpanzee. Complete the sentences by putting a tick (✓) to show the correct answer.

(10 x 1 mark = 10 marks)

(If more than one answer is marked, the sentence is to be marked as incorrect.)

- |     |  |    |
|-----|--|----|
| 1.  | the first astronaut                        | b) |
| 2.  | the trip                                   | c) |
| 3.  | float in space                             | d) |
| 4.  | alone                                      | a) |
| 5.  | flashed                                    | c) |
| 6.  | sound                                      | b) |
| 7.  | was sent to the National Zoo in Washington | a) |
| 8.  | for animals which are used for experiments | d) |
| 9.  | should not suffer                          | c) |
| 10. | can fly safely into space                  | b) |

- B.** Look at the picture. It shows Dr Carr's waiting room. Fill in the blanks with suitable words in numbers **12** to **21**.

(10 x1 mark = 10 marks)

(Deduct ½ mark for spelling errors.)

- |          |   |
|----------|---|
| 12.      | going, waiting, expecting, anxious, eager, impatient, queuing, longing  |
| 13.      | has   |
| 14.      | in  |
| 15.      | off   |
| 16.      | a   |
| 17.      | her   |
| 18.      | and, while  |
| 19.      | with (Unacceptable: having)   |
| 20./ 21. | other room, next room, doctor's surgery, doctor's clinic, doctor's room |
|          | (Last three examples: No marks for doctor)                              |
|          | (Unacceptable: doctor's office)   |

**C.** Choose the best word from below to fit each sentence.

(5 x 1 mark = 5 marks)

- |     |         |     |           |
|-----|---------|-----|-----------|
| 22. | asked   | 25. | expressed |
| 23. | ordered | 26. | remarked  |
| 24. | told    |     |           |

**D.** When Paula went on a holiday to London with her teacher and classmates, she sent her parents the letter below. Paula's father wrote back.

Some verbs have been left out in both letters. Fill in the blanks with the correct form of the verb in brackets.

(10 x 1 mark = 10 marks)

(Tense / Spelling error: no mark)

- |     |         |     |              |
|-----|---------|-----|--------------|
| 27. | took    | 32. | visiting     |
| 28. | was     | 33. | had          |
| 29. | went    | 34. | 're          |
| 30. | decided | 35. | enjoy        |
| 31. | 'm      | 36. | sends / sent |

**E.** Look at the pictures. Complete the question that the person in the picture may be asking.

(5 x 2 marks = 10 marks)

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

Accept short answers, if grammatically correct and if related to the picture.)

37. “Are you lost?” / “Are you looking for your mum/dad?” / “Are you hurt?” / “Are you in pain?”
38. “Have you found the web-site/ graphic?” / “Have you started / finished your work?” / “Have you logged on?”
39. “Does it (your finger) hurt (when I touch it)?” / “Does your mum know you're here?”
40. “May I stamp your books?” / “May I have your card?” / “May I have a look at /check your books (the books you borrowed)?”

41. “Would you like a drink/salad/the wine list?” / “Would you like to order now?” /  
Would you like/prefer still or fizzy water?

F. Comprehension: Can Cats fly? (25 marks)

42. Complete the sentence by putting a tick (✓) to show the correct answer.

Mr Petherby believed that

- b) Anything could be explained scientifically.  (1 mark)

43. Put a tick (✓) to show if the sentence is TRUE or FALSE from the information in the passage

- a) The Tramp related fantastic tales to children. a)  
b) Jim asked his father about magic. b)  
c) The cat jumped on to a roof four houses away. c)

	TRUE	FALSE
a)	✓	
b)		✓
c)		✓

(3 marks)

44. “Why not?” her son asked. (paragraph 2)

her in this sentence refers to Jim’s mother / his mother / mother. (1 mark)

45. It raised its head. (paragraph 3)

its refers to the cat’s / of the cat / the cat. (1 mark)

46. Fill in with a suitable word.

Jim asked his teacher if/whether cats could fly. (1 mark)

Use complete sentences to answer questions 47, 48, 49 and 50.

(Deduct ½ mark for spelling and/or tense errors in the answers: NOT more than ONE mark per question.)

47. Mr Petherby was not a very young teacher. How can you tell?

He had also taught/ used to teach Jim’s mother. (2 marks)

Incomplete: He had been teaching for a long time. (1 mark)

48. Where was Jim's bedroom? How can you tell?

**It was at the back of the house where he lived. He could see the backyard from his bedroom window / He looked at the cat walk across the backyard/climb the back fence.**

**It overlooked the backyard. From here, Jim saw the cat.**

**Unacceptable: It was upstairs.**

**(3 marks)**

49. What did the cat's meow sound like?

*(paragraph 3)*

**It sounded like words (someone speaking) / as if the cat was speaking.**

**(2 marks)**

50. Write **in your own words** what the following sentence means:

**"The bright moon painted the whole world silver."**

*(paragraph 3)*

**The moon was shining so brightly that its light made everything look silver.**

**Everything seemed to be painted silver because of the moon's light.**

**The moon's light was making the world look like silver.**

**(3 marks)**

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

a)	spoke angrily	<i>(paragraph 1)</i>	growled
b)	as a result of	<i>(paragraph 1)</i>	consequently
c)	quietly and carefully	<i>(paragraph 3)</i>	furtively
d)	admitted	<i>(paragraph 5)</i>	confessed

**(4 x 1 mark = 4 marks)**

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

a)	fantastic	<i>(paragraph 1)</i>	wonderful, strange, marvellous, extraordinary
b)	leapt	<i>(paragraph 3)</i>	jumped, moved quickly
c)	embarrassed	<i>(paragraph 4)</i>	ashamed, shy
d)	enthusiastically	<i>(paragraph 5)</i>	with enthusiasm, eagerly, joyfully

**(4 x 1 mark = 4 marks)**

**G. Composition**

In not less than 150 words write a composition 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:

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

## **Titles**

**53. The Magic Soup Pot**

The writing should be a description of the magic pot, its contents and its powers.

**54. A Terrible Journey**

The writer can write about his/her own or someone else's experience of a journey. The writing can be descriptive and/or narrative.

**55. Guests at my birthday party**

The writer is expected to give a description of the people who attended the party. Candidates may also include a description of what the guests did.

**56. Picture Composition: The Missing Clothes**

The writer is expected to write about what happened next and how the story ended.

**57. Letter**

The candidate is expected to write a letter using Michael's name and address. **Two marks are deducted** if one uses one's own name and address. The main focus should be on writing about the hobbies.