

**JUNIOR LYCEUM EXAMINATION 2004**  
**ENGLISH MARK SCHEME**

**A. The following sentences are about Randolph Caldecott. Complete the sentences by putting a tick (✓) to show the most suitable answer.**  
**(10 x 1 mark = 10 marks)**

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

- |     |  |                          |
|-----|--|--------------------------|
| 1.  | a) ago.                                      | <input type="checkbox"/> |
| 2.  | d) draw pictures of animals.                 | <input type="checkbox"/> |
| 3.  | c) an artist.                                | <input type="checkbox"/> |
| 4.  | a) "You must not take up art."               | <input type="checkbox"/> |
| 5.  | c) please his father.                        | <input type="checkbox"/> |
| 6.  | d) a school of art.                          | <input type="checkbox"/> |
| 7.  | c) in their books.                           | <input type="checkbox"/> |
| 8.  | b) took off.                                 | <input type="checkbox"/> |
| 9.  | d) for the best illustrated children's book. | <input type="checkbox"/> |
| 10. | b) remember Randolph Caldecott.              | <input type="checkbox"/> |

**B. Look at the picture. It shows children from a school going into a nearby shop to buy sweets. Complete the dialogue between Rick and Anne by adding one word in each blank.**  
**(10 x 1 mark = 10 marks)**

**(Deduct ½ mark for spelling errors.)**

12. **Anne:** No, I've just / already been inside and I bought a lollipop.
13. **Rick:** Have you noticed that the shop has new / high(er) / increased / changed / raised / different prices?
14. The cost of everything has gone / shot up.
15. **Anne:** I know. I paid an extra / additional two cents for the lolly.  
**UNACCEPTABLE:** other
16. **Rick:** I'd like to buy a bar of chocolate, but I don't think
17. I have enough / much / the / any money.
18. **Anne:** A new shop next / close / near to the school will be opening soon.

19. I hope its prices will be much lower / cheaper.  
**UNACCEPTABLE: reduced**
20. **Rick:** I hope so, too, or else I think we'll all have to
21. give up sweets.

**C. Read the posters and the sentences below.**  
**Match each poster to the most suitable sentence.**  
**Fill in the blanks with one word formed from the underlined word in the poster.**  
**( 5 x 2 marks = 10 marks)**

- Deduct 1 mark if matched correctly but formed incorrectly.
- Deduct ½ mark if word is written in block capitals but formed correctly.
- Deduct 1 mark if word is written correctly but inserted in the wrong sentence.
- Do not deduct marks if arrow is omitted but the word is inserted in the correct place.

	22. The motorist drove <u>slowly</u> when he saw the children crossing.
<p><b><u>SLOW</u></b> ZEBRA CROSSING AHEAD</p>	
<p><b><u>HUNGRY?</u></b> EAT BUT DON'T FEED THE ANIMALS</p>	<p>23. The hiker read the warning on the cliffs and walked away very <u>quickly</u>.</p>
<p>KEEP <b><u>SILENT</u></b></p>	<p>24. The visitor decided to eat her food while the animals watched <u>hungrily</u>.</p>
<p><b><u>QUICK!</u></b> FALLING ROCKS</p>	<p>25. The girl read the instructions and learnt how to use the coffee machine quite <u>easily</u>.</p>
<p><b><u>EASY</u></b> TO USE PRESS AND WAIT</p>	<p>26. Maryrose sat in a corner of the library reading a book <u>silently</u>.</p>

**D. Read and compare what the two children below are saying. Then, using the information in the speech bubbles complete the sentences.**  
**(4 x 1 mark = 4 marks)**

(Deduct ½ mark for spelling errors.)

- 28. Rachel is **taller than** Daniel.
- 29. Daniel runs **faster than** Rachel.
- 30. Daniel’s bag is **heavier than** Rachel’s.
- 31. Rachel is **better than** Daniel at drawing.

**E. Comprehension (24 marks)**

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

	TRUE	FALSE
a) Lottie had a bun in her pocket.	✓	
b) Sara could chirp like a bird.	✓	
c) The room had a flat ceiling.		✓
d) Sara enjoyed listening to the raindrops.	✓	

**(4 x ½ mark = 2 marks)**

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

The sky seemed further away when Lottie looked at it

c) from the street.

c) ✓
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**(1 mark)**

(Deduct ½ mark for spelling errors in numbers 34 to 36.)

34. “and he will come back for the others.” (paragraph 5)

**the others** refers to **the (other) crumbs / the rest of the (bread) crumbs / the remaining (bread) crumbs / parts of the bun.**

UNACCEPTABLE: the bun / the bread

**(2 marks)**

35. Fill in with a suitable word.

The little / three / hungry/ friendly / greedy... sparrows made a hearty meal of the crumbs. (paragraph 5)

(1 mark)

36. Give the meaning of the following as used in paragraph 3 of the passage.

a)	evidently	<b>obviously / certainly / surely / apparently / just of course / clearly...</b>
b)	accustomed to	<b>used to...</b> <b>UNACCEPTABLE: familiar with...</b>
c)	alarmed	<b>worried / scared / afraid / frightened / terrified / shocked / disturbed / alerted...</b>
d)	twinkling	<b>bright / shining / brilliant / radiant / gleaming</b>

(4 x 1 mark = 4 marks)

Use complete sentences to answer questions 37, 38, 39, 40 and 41.

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

37. “He put his head on one side, and from **his perch** looked down at the crumbs.” Where was the sparrow perched? *(paragraph 3)*

**He was perched on a chimney-top / on top of a chimney / on a chimney.**

**His perch was a (nearby) chimney-top.**

(2 marks)

**He was perched near the attic.** (1 mark)

38. Rewrite in your own words:

“He darted at the biggest crumb with a lightning peck.” *(paragraph 4)*

**(Suddenly) he flew and quickly snatched / grabbed the largest crumb with his beak.**

**Very quickly he bit the largest crumb.** (3 marks)

39. “Now he **knows**,” said Sara. *(paragraph 5)*

What did the sparrow know?

**He knew there was no danger.**

**He knew that it was safe for him to approach / move closer to the window.**

**He knew the girls were not going to harm him / were not big cats / did not mean any harm / did not pose a threat.**

(3 marks)

40. Sara compares the attic to ‘a nest in a tree’. *(paragraph 6)*

In what way was the attic like a nest? Give two examples.

**It was small; close to the sky; high up (above everything); like a home to Sara; from the attic she could see nature (clouds, birds, the sun, the sky...); birds came near it.**

(2 marks)

41. The title of the passage is ‘**Unexpected Friends**’.  
Who were the unexpected friends? Explain why.  
**Lottie and Sara /The girls were the unexpected friends because the sparrows did not expect them to be friendly.**                   **OR**  
**The sparrows / The birds were the unexpected friends because Lottie and Sara never expected the sparrow/s to become friendly / to come close to their window.**  
**(4 marks)**
42. Imagine that as soon as Sara left the attic, a sparrow peeped through the open window.  
**Using your own words**, write a paragraph of four sentences to describe what the sparrow saw in the room. **(12 marks)**

excellent	12	<b><u>11</u></b>	10	9
competent	8	<b><u>7</u></b>	6	5
weak	4	<b><u>3</u></b>	2	1

**Deduct one mark if the writing is not presented in paragraph form.**  
**Deduct five marks if the writing is out of point.**

**F. Composition**

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

**(30 marks)**

**TITLES**

**43. My Favourite Shopping Centre**

**The writing should be about the shopping centre with a description of some of the shops.**

**44. The Old Tree in the Valley**

**The writing may be narrative or descriptive.**

**45. Write a story ending with the following words:**

**. . . and at last I found out what the scratching sound on the garden door was.**

**The writing should focus on narrating an event that ends with the given words.**

**46. Imagine you are Paul or Paula. Write a letter to your classmate Sandro who is in hospital. In the letter, describe a special activity that took place at school, when Sandro was absent. Write the letter, including Paul's or Paula's address: 2, West Street, St Julian's STJ09**

**The writer is expected to write a letter using Paul or Paula's name and address and the correct format for letter writing. The main focus should be on describing the activity. Two marks are to be deducted if the candidate uses his/her own name and address.**

**47. Picture Composition: A Fishing Adventure**

**One day Joseph and John decided to go fishing . . . Continue the story.**

**The candidate is expected to create a narrative emphasizing the salient points of the picture sequence.**

For the purpose of identifying the pupils' strengths and weaknesses in communicating ideas through their writing, marks should be allotted for the following three traits:

1. COMPOSITION AND CONTENT
2. TEXT STRUCTURE AND ORGANISATION
3. SENTENCE STRUCTURE AND PUNCTUATION

<b>1. COMPOSITION AND CONTENT (12 marks)</b>		
Writer demonstrates ability to sustain reader's interest.		
a.	<b>Produces text that is:</b> <ul style="list-style-type: none"> <li>▪ interesting</li> <li>▪ original.</li> </ul>	4 marks
b.	<b>Communicates ideas clearly through:</b> <ul style="list-style-type: none"> <li>▪ grammatically correct sentences</li> <li>▪ tense consistency.</li> </ul>	4 marks
c.	<b>Avoids repetition and varies sentence structure.</b>	4 marks
<b><i>Writing which is “<u>Out of point</u>” or “<u>Obviously memorised</u>” should be penalised by deducting <u>8 marks</u> from this section.</i></b>		

<b>2. TEXT STRUCTURE AND ORGANISATION (9 marks)</b>		
Writer demonstrates ability to give an orderly presentation.		
a.	<b>Shows cohesion and coherence:</b> <ul style="list-style-type: none"> <li>▪ by organising sentences into paragraphs</li> <li>▪ through a logical sequence of ideas and events.</li> </ul>	3 marks
b.	<b>Produces:</b> <ul style="list-style-type: none"> <li>▪ a suitable introduction</li> <li>▪ a suitable conclusion.</li> </ul>	3 marks
c.	<b>Creates sentences that are:</b> <ul style="list-style-type: none"> <li>▪ varied in length</li> <li>▪ (sometimes) joined with effective connectives.</li> </ul>	3 marks

### 3. SENTENCE STRUCTURE AND PUNCTUATION (9 marks)

Writer demonstrates **technical accuracy**.

a.	<p><b>Produces text which is:</b></p> <ul style="list-style-type: none"><li>▪ demarcated with<ul style="list-style-type: none"><li>– a range of correct punctuation and capitalisation.</li></ul></li></ul> <p><i>(With regard to letter writing 1 mark is deducted if one uses one's own name and address and 1 mark is deducted for incorrect letter format.)</i></p>	<b>3 marks</b>
b.	<p><b>Uses vocabulary that is:</b></p> <ul style="list-style-type: none"><li>▪ appropriate</li><li>▪ effective</li><li>▪ extensive in range.</li></ul>	<b>3 marks</b>
c.	<p><b>Uses words with few spelling errors.</b></p>	<b>3 marks</b>