## JUNIOR LYCEUM EXAMINATION 2004 ENGLISH MARK SCHEME

## A. The following sentences are about Randolph Caldecott. Complete the sentences by putting a tick ( $\checkmark$ ) 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.	a) 🗸
2.	d)	draw pictures of animals.	d) 🗸
3.	c)	an artist.	c) 🗸
4.	a)	"You must not take up art."	a) 🗸
5.	c)	please his father.	c) 🗸
6.	d)	a school of art.	d) 🗸
7.	c)	in their books.	c) 🗸
8.	b)	took off.	b) 🗸
9.	d)	for the best illustrated children's book.	d) 🗸
10.	b)	remember Randolph Caldecott.	b) 🗸

# 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 <u>one</u> word in each blank. (10 x 1 mark = 10 marks)

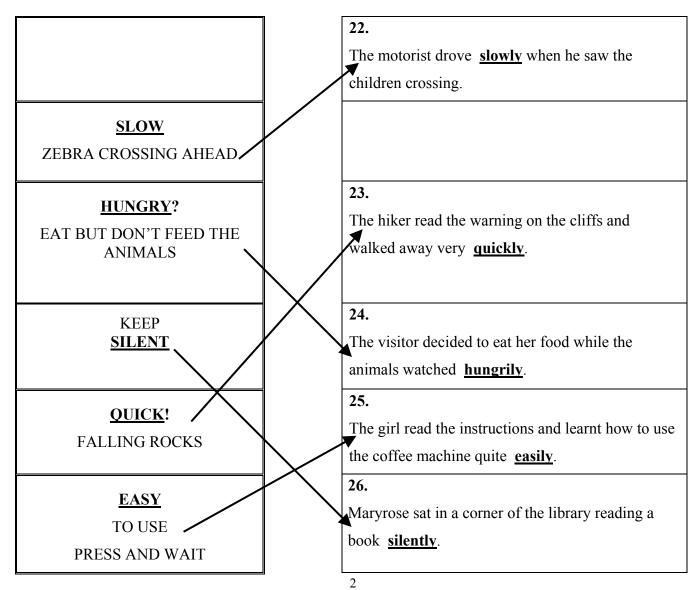
#### (Deduct <sup>1</sup>/<sub>2</sub> mark for spelling errors.)

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

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

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

- Deduct 1 mark if matched correctly but formed incorrectly.
- Deduct <sup>1</sup>/<sub>2</sub> 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.



#### D. Read and compare what the two children below are saying. Then, using the information in the speech bubbles complete the sentences.

#### ( Deduct <sup>1</sup>/<sub>2</sub> 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.

#### Ε. Comprehension

#### 32. Put a tick ( $\checkmark$ ) to show if the sentence is TRUE or FALSE from the information in the passage.

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

#### b) $\checkmark$ $\checkmark$ c) $\checkmark$ d) $(4 \times \frac{1}{2} \text{ mark} = 2 \text{ marks})$

TRUE

 $\checkmark$ 

a)

#### 33. Complete the sentence by putting a tick ( $\checkmark$ ) to show the correct answer.

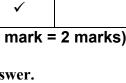
The sky seemed further away when Lottie looked at it

c) from the street.

#### (Deduct <sup>1</sup>/<sub>2</sub> 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)



 $(4 \times 1 \text{ mark} = 4 \text{ marks})$ 

(24 marks)

FALSE

(1 mark)

#### 35. Fill in with a suitable word.

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

(1 mark)

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

#### 36. Give the meaning of the following as used in <u>paragraph 3</u> of the passage.

(4 x 1 mark = 4 marks)

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

(Deduct <sup>1</sup>/<sub>2</sub> 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:<br/>"He darted at the biggest crumb with a lightning peck." (paragraph 4)<br/>(Suddenly) he flew and quickly snatched / grabbed the largest crumb with his beak.<br/>Very quickly he bit the largest crumb.(3 marks)
- 39. "Now he knows," said Sara. (paragraph 5) What did the sparrow know? <u>He knew there was no danger</u>. <u>He knew that it was safe for him to approach / move closer to the window</u>. <u>He knew the girls were not going to harm him / were not big cats / did not mean any harm / did not pose a threat</u>. (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. <u>It was small; close to the sky; high up (above everything); like a home to Sara; from</u> 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

<u>The sparrows / The birds were the unexpected friends because Lottie and Sara never</u> <u>expected the sparrow/s to become friendly / to come close to their window</u>.

(4 marks)

42. Imagine that as soon as Sara left the attic, a sparrow peeped through the open window. Using vour own words, write a paragraph of four sentences to describe what the sparrow saw in the room. (12 marks)

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

Deduct <u>one mark</u> if the writing is not presented in paragraph form. Deduct <u>five marks</u> 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 <u>at school</u>, when Sandro was absent. Write the letter, <u>including Paul's</u> or <u>Paula's address</u>: 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

	1. COMPOSITION AND CONTENT (*	12 marks)	
Wri	Writer demonstrates ability to sustain reader's interest.		
a.	<ul> <li>Produces text that is:</li> <li>interesting</li> <li>original.</li> </ul>	4 marks	
b.	<ul> <li>Communicates ideas clearly through:</li> <li>grammatically correct sentences</li> <li>tense consistency.</li> </ul>	4 marks	
C.	Avoids repetition and varies sentence structure.	4 marks	
Wr	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.		

	2. TEXT STRUCTURE AND ORGANISATION (9 ma	rks)
Writ	er demonstrates ability <b>to give an orderly presentation.</b>	
a.	<ul> <li>Shows cohesion and coherence:</li> <li>by organising sentences into paragraphs</li> <li>through a logical sequence of ideas and events.</li> </ul>	3 marks
b.	<ul> <li>Produces:</li> <li>a suitable introduction</li> <li>a suitable conclusion.</li> </ul>	3 marks
C.	<ul> <li>Creates sentences that are:</li> <li>varied in length</li> <li>(sometimes) joined with effective connectives.</li> </ul>	3 marks

	3. SENTENCE STRUCTURE AND PUNCTUATION (9 ma	rks)
Wr	ter demonstrates technical accuracy.	
a.	<ul> <li>Produces text which is:</li> <li>demarcated with         <ul> <li>a range of correct punctuation and capitalisation.</li> </ul> </li> <li>(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.)</li> </ul>	3 marks
b.	Uses vocabulary that is: appropriate effective extensive in range.	3 marks
C.	Uses words with few spelling errors.	3 marks