

JUNIOR LYCEUM EXAMINATION 2007 ENGLISH MARKING SCHEME

A. The following sentences are about robots.

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

(1 mark x 10 = 10 marks)

- If more than one answer is ticked, the sentence is to be marked as incorrect.

- | | |
|---------------------------------------|----|
| 1. ones in films. | b) |
| 2. so will robots. | c) |
| 3. under the sea. | d) |
| 4. successfully. | c) |
| 5. hot metal. | a) |
| 6. variety of products. | b) |
| 7. do experiments on the planet Mars. | a) |
| 8. seriously. | d) |
| 9. themselves. | b) |
| 10. without feelings. | c) |

B. Read the passage carefully.

Use the given words to fill in the blanks.

Each word can be used ONCE.

(1 mark x 10 = 10 marks)

- Penalise by ½ mark overall if any spelling error occurs in copying out the given word.

- | | |
|------------|------------------|
| 11. young | 16. bumpy |
| 12. ready | 17. tight |
| 13. warm | 18. high |
| 14. smooth | 19. breathtaking |
| 15. tired | 20. golden |

C. Read Simon's letter.

Fill in each blank with a suitable preposition.

(1 x 10 = 10 marks)

- Any spelling error forfeits the mark.

- | | |
|------------------|-----------------|
| 21. about / over | 26. for |
| 22. of | 27. by |
| 23. to | 28. at / during |
| 24. between | 29. on |
| 25. in | 30. with |

D. Read the story.

Fill in the blanks with ONE suitable word to continue the story.

(1 mark x 10 = 10 marks)

- Any spelling error forfeits the mark.
- Award only ½ mark if number **38** is not written with a capital letter.

- | | |
|-----------------------------------|------------------------------------|
| 31. across | 36. knocked / banged |
| 32. call / phone / ring / contact | 37. soon |
| 33. made | 38. In / Inside |
| 34. waited | 39. which / that |
| 35. few | 40. hiding (Do not accept: hidden) |

E. Comprehension: Something Alive in the Cupboard

(30 marks)

- If more than one answer is ticked in questions **41**, **42**, **43** and **44**, the answer is to be marked as incorrect.

Put a tick (✓) in the box to show the correct answer.

(1 mark x 4 = 4 marks)

41. When did Omri unwrap his birthday presents?

(c) He opened them after school.

(c) ✓

42. Why did the family meet?

(a) They gathered to celebrate Omri's birthday.

(a) ✓

43. What was in the brown parcel?

(d) There was a small white metal cupboard.

(d) ✓

44. Which key fitted the cupboard's keyhole?

(b) The key with the red ribbon fitted the cupboard's keyhole.

(b) ✓

45. Put a tick (✓) to show if the sentence is TRUE OR FALSE.

(½ mark x 10 = 5 marks)

- | | | |
|---|---|---|
| a) Adiel was younger than Gillon. | | |
| b) Gillon bought Omri an expensive present. | | |
| c) The alley was in their neighbourhood. | ✓ | |
| d) Omri enjoyed keeping his things in cupboards. | ✓ | |
| e) The neighbours left the key in the cupboard's keyhole. | | ✓ |
| f) Omri's mother kept keys in a box. | ✓ | |
| g) The cupboard's keyhole was small. | ✓ | |
| h) Omri's mother found a Red Indian in the pocket of his trousers. | ✓ | |
| i) The noise inside the cupboard woke Omri the next day. | ✓ | |
| j) Someone stole the Red Indian while Omri was asleep. | | ✓ |

| TRUE | FALSE |
|------|-------|
| | ✓ |
| | ✓ |
| ✓ | |
| ✓ | |
| | ✓ |
| ✓ | |
| ✓ | |
| ✓ | |
| ✓ | |
| | ✓ |

Use complete sentences to answer questions **46, 47, 48, 49, 50, 51** and **52**.

- Deduct ½ mark for every answer if incomplete sentences are used and for incorrect syntax. (Not more than ½ mark per sentence is to be deducted.)
- No marks are to be deducted for punctuation, spelling and tense errors.

46. What were the treasures the brothers found in the alley? (2 marks)

(Do not accept: *a / the small, white, metal cupboard* if mentioned on its own.)

They were / found things which their neighbours had thrown away.

47. Where was Omri when Patrick gave him the Red Indian? (2 marks)

(Accept any logically correct answer.)
(Do not accept: It was during the break.)

He was at school / in the classroom / in the (school) yard / playground.

48. What did Omri do immediately before he was left alone in the dark? (2 marks)

He (shut and) locked the door (of the cupboard).

49. Why was Omri so scared? (2 marks)

He was so / very scared because of the noise / he thought he heard an extraordinary series of sounds / a tiny voice (coming from the cupboard) / there was something alive (in the cupboard).

50. Why did the noise from inside the cupboard stop at one point? (2 marks)

(It stopped because) Omri moved / was pulling at the cupboard.

OR (It stopped because) The (Red) Indian inside (the cupboard) was frightened / alerted.

51. Why did Omri think the noise from inside the cupboard was part of his imagination? (2 marks)

He thought so because the noise did not start again (for a long time).

52. Write the TWO things which show how Omri could tell that the Red Indian was alive. (2 marks)

(Award 1 mark for each correct answer.)

The (Red) Indian / He was breathing heavily and sweating / his (bare) shoulders were shiny with sweat.

53. The three boys used to play **there** sometimes... (*Section One*) (1 mark)
there refers to the **alley / narrow passage**

54. "Why don't you pop **this** in?" (*Section Two*) (1 mark)
this refers to the **(plastic) toy / (Red) Indian**

55. It was shut tight. (*Section Three*) (1 mark)
It refers to the **door (of the cupboard) / cupboard's door**

56. Give the meaning of the following words as used in the passage:

(1 mark x 4 = 4 marks)

- Penalise by ½ mark overall if any spelling error occurs

| | | | |
|----|---------------|-----------------|---|
| a) | delighted | (Section One) | very happy / very pleased / overjoyed... |
| b) | smoothly | (Section Two) | easily / effortlessly / without difficulty... (Do not accept: slowly) |
| c) | extraordinary | (Section Three) | unusual / strange / odd... |
| d) | petrified | (Section Three) | scared stiff / very frightened / terrified... OR He was so frightened / alarmed... that he could not move. (Allot half the mark for scared/frightened...) |

F. Composition

(30 marks)

In not less than 150 words write about ONE of the following:

57. Picture Composition

Write a story beginning with the following words:

*While dusting the furniture, Sara noticed the cat sneaking out of the room.
At once she followed him quietly down to the basement...*

The candidate is expected to write a narrative that starts with the given words, emphasising the salient points of the picture sequence, and to write about what happened next and how the story ended.

58. The Magic Hat

Someone left a box outside your front door with a note that read: *"Lost property – handle with the greatest care."* Inside the box you found a black hat. **Write about what happened when you put it on.**

The writing may be narrative and / or descriptive.

59. Imagine you are **Lee**. You have just returned home after spending the week of the feast at Aunt Jenny's home with cousins Robert and Anne. You decide to write a letter to thank Aunt Jenny for the lovely time you had and to invite your cousins to come and spend a weekend with you. Your address is 1, Palm Street, Rabat RBT 43. **Write the letter.**

The candidate is expected to write a letter using the given address and the correct format of informal letter writing. (No marks are to be deducted if the Postcode appears on a separate line). The writing should focus on the purpose of the letter as stated in the rubric.

60. You have attended a special event during which you met someone famous. **Write about what happened during the special event and describe the famous person.**

The writing should focus on narrating what happened during the event and describing the famous personality.

61. Write a story ending with the following words:

...and I will treasure the photograph forever.

The writing may be narrative and / or descriptive.

Compositions are to be scored according to the following criteria:

| | |
|-----------------|---|
| Content: | <ul style="list-style-type: none"> • Candidates should be rewarded for relevance, range of ideas and ability to sustain the reader's interest. • If a composition is deemed to be completely irrelevant or obviously memorised, initially it is to be marked according to the Marking Scheme and then eight (8) marks are to be deducted. • Partial irrelevance forfeits up to eight (8) marks. • Compositions that are shorter than 150 words should not be scored higher than the 'Very Good' band. • Compositions that are shorter than 120 words should not be scored higher than the 'Pass' band. |
|-----------------|---|

Informal Letter Writing

Three (3) marks are to be deducted if candidates do not observe the correct format of letter writing, as laid out below. Penalise by an additional mark if candidate uses own address and name.

1 mark

address

½ mark

date

greeting

½ mark

salutation

name



½ mark



salutation

name



½ mark



| | |
|--|--|
| 25 – 30 marks Excellent | <ul style="list-style-type: none"> • Hardly any errors in grammatical structures, spelling and punctuation • Shows a wide range of vocabulary and idiomatic expressions and an ability to communicate subtleties of language • Fluent, cohesive and coherent with an appropriate introduction and conclusion • Uses the appropriate style to fit the genre |
| 19 – 24 marks Very Good | <ul style="list-style-type: none"> • Can handle sentence structures well • Hardly any spelling and punctuation errors • Demonstrates a good choice and range of vocabulary • Organises writing in cohesive paragraphs, with an appropriate introduction and conclusion • Shows ability to write with appropriate style to fit the genre |
| 13 – 18 marks Pass | <ul style="list-style-type: none"> • Fairly accurate in structures, spelling and punctuation • Adequate vocabulary • Shows competence in communication • Shows an awareness of style to fit the genre |
| 7 – 12 marks Weak | <ul style="list-style-type: none"> • Confused structures and incoherent in several instances • Poor spelling and punctuation • Limited vocabulary and errors in idioms (e.g. use of 'Maltesisms') • Shows no real ability to communicate except in the simplest of terms |
| 1 – 6 marks Very Weak | <ul style="list-style-type: none"> • Almost meaningless sentences with very little structure and very poor spelling and punctuation • Very limited vocabulary; gross errors in idioms (e.g. extensive use of 'Maltesisms') • Very little communication |