

Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**JUNIOR CERTIFICATE 2010**

**MARKING SCHEME**

**ENGLISH**

**ORDINARY LEVEL**

# 1 READING

60

*Efferent reading* establishes facts, evidence and ideas.

*Aesthetic reading* demands re-reading, reviewing and reflecting

*Assessment tests* skimming, scanning, re-reading and close reading (Syllabus)

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**Find answers to the following:**

**A**

1. For how long did the festival run? (5)
2. According to the writer of the passage, what problems might occur when travelling around China with children? (5)
3. What city did the family visit for the festival? (5)
4. What was there to see during the festival? (5)

1. *Three Days* 5
2. *“Friction, illness and a lot of discomfort” (par.1)* 0-5
3. *Jinhong* 5
4. Possible answers include:
  - Fireworks
  - Dragon-boat racing
  - Parades of local people
  - Variety of food
  - Strange fruit
  - Seeds
  - Quails
  - Dumplings
  - Barbecued fish
  - Unidentifiable meat being roasted over charcoal
  - Etc.0-5

**B Why do people splash each other with water during the festival? (10)**

*“The idea of splashing water is to wash away the demons of the previous year and herald the happiness of the new.” (par.4)*

Quotation selected or both ideas clearly expressed in own words. (2x5)

**C Find two pieces of evidence which show that the children enjoyed the water-splashing festival in Jinhong. (10)**

Candidates must quote or paraphrase **TWO** pieces of evidence

Each piece of evidence must be taken from the text, e.g.

- *The children were willing to participate in the event, “We need more ammunition,” yelled our 12 year old, “and bigger guns.”*

- *The children were “ecstatic at the idea of a whole city being turned into a giant water fight for a day”*
- *The children wanted to return, “Can we come back again for more good fortune?”*
- *Etc.*

(2x5)

**10**

**D What do you think the writer means when she says: “Despite the drenching, or maybe because of it, we never felt luckier in our lives”? (10)**

Any acceptable explanation clearly expressed, e.g

- *They got drenched but they were happy and they had fun because they were part of a special experience/festival/occasion*
- *They had fun/felt fortunate/felt blessed even though or perhaps because they got wet.*
- *Etc.*

**0-10**

**E Explain any TWO of the following in your own words:**

- 1 It was a far cry from the burgers and chips of Irish festivals.**
- 2 The much anticipated water-splashing.**
- 3 Through this mayhem.**
- 4 We certainly “blessed” lots of people. (10)**

Candidates must give an explanation for **TWO** of the following

1. It was a far cry from the burgers and chips of Irish festivals

*e.g. the food at the water splashing festival was a lot different from /more varied than /more exotic than the type of food available at Irish festivals etc.*

2. The much anticipated water-splashing

*e.g. the long awaited/ expected main event etc.*

3. Through this mayhem

*e.g. amongst/among/in the middle of/ in the midst of this chaos/disorder/confusion/bedlam/madness/unruliness/disarray etc*

4. We certainly “blessed” lots of people

*e.g. we definitely/indeed wet/drenched many/large numbers of people etc*

(2x5)

**10**

## 2 PERSONAL WRITING

60

*Respect --- a candidate's basic skills and creative responses.*

*Respect --- a candidate's linguistic competence.*

*Assessment tests compositional skills (Syllabus)*

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**Write a composition on ONE of the following topics.**

- A. What I like or dislike about travel.**
- B. What an adventure!**
- C. Why I think everyone should be involved in sport.**
- D. "I don't believe it! That's impossible!"  
Write a composition which includes the above sentences.**
- E. With friends like that, who needs enemies?**
- F. Teenage years – a survival guide.**
- G. Our local festival.**
- H. And the winner is . . .**

**A COMPOSITION ON ONE OF THE GIVEN TOPICS: (The candidate is required to provide the structure.)**

Remember that this task is one of composition: Candidates *compose*

- microstructures (phrases, sentences etc.) and
- macrostructures (paragraphs, links, coherent unit)

built on thoughts, feelings, etc.

Evaluate bearing in mind the following equally weighted aspects of the composition and the mark grid below..

- *Is the writing a clear response to the chosen topic?*
- *Has the writer managed to shape the response in a purposeful way?*
- *Is the command of language sufficient to communicate thoughts and feelings with some ease and effect?*

<b>Total</b> <b>60</b>	<b><u>Excellent</u></b> <b>51-60</b> <b>Grade A</b>	<b><u>Very Good</u></b> <b>42-50</b> <b>Grade B</b>	<b><u>Good</u></b> <b>33-41</b> <b>Grade C</b>	<b><u>Fair</u></b> <b>24-32</b> <b>Grade D</b>	<b><u>Poor</u></b> <b>0-23</b> <b>Grades:</b> <b>E, F or NG</b>
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### 3 FUNCTIONAL WRITING 60

-- teaches spelling, punctuation, sentence structure and paragraph organisation.

-- develops a sense of audience and language appropriateness.

**Assessment** tests compositional skills. (Syllabus)

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Answer ONE of the following, EITHER A OR B.

<b>A</b>	<b>The President of Ireland is visiting your area and you have been asked to make a speech welcoming her. Write out in full what you plan to say.</b>
<b>OR</b>	
<b>B</b>	<b>Some of the shops in your area do not have good access or facilities for wheelchair users. Write a letter of complaint to one of these shops. You should</b>
	<input type="checkbox"/> <b>Outline the problems wheelchair users have in the shop</b>
	<input type="checkbox"/> <b>Describe the changes you think they should make.</b>

**A. The speech should be written in an appropriate register and format indicating an understanding of the elements of speech writing.**

Award marks for evidence of thought about

- *Purpose of speech - to welcome*
- *The audience - in particular the President*
- *The order of presentation*
- *The tone*

**OR**

**B. A letter of complaint to a shop in the candidate's area about lack of good access or facilities for wheelchair users.**

Candidates need to

- *Outline the problems wheelchair users have in the shop*
- *Describe the changes they think shop should make.*

Award marks for evidence of thought about

- *Layout*
- *Order of presentation*
- *Tone*

Evaluate, using the full range of marks as in grid below..

<b>Total 60</b>	<b><u>Excellent</u> 51-60 Grade A</b>	<b><u>Very Good</u> 42-50 Grade B</b>	<b><u>Good</u> 33-41 Grade C</b>	<b><u>Fair</u> 24-32 Grade D</b>	<b><u>Poor</u> 0-23 Grades: E, F or NG</b>
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## 4 POETRY

60

*Aesthetic reading (of poetry) requires - an understanding of sounds, mood, tone, imagery and setting.*

*Assessment tests Candidates' 'escape from the prison of the literal' (Syllabus)*

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My Dad is **Amazing!**

My dad's **amazing** for he can:

Make mountains out of molehills,  
Teach Granny to suck eggs,  
Make Mum's blood boil  
And then drive her up the wall.

My dad's **amazing** for also he:

Walks around with his head in the clouds,  
Has my sister eating out of his hand,  
Says he's got eyes in the back of his head  
And can read me like a book.

But,  
The most **amazing** thing of all is:

When he's caught someone red-handed,  
First he jumps down their throat  
And then he bites their head off!

*Ian Souter*

**A What effect does the Dad in the poem have on the Mum? (10)**

- *He makes her blood boil*
- *He drives her up the wall*

Quotation or accurate paraphrase (2x5)  
**10**

**B If you were an artist and you were asked to illustrate one stanza from this poem, which stanza would you choose? Give reasons for your choice. (10)**

Selection of stanza. (Allow candidate to interpret the term stanza to mean one or several lines.) (2)

Reasons for answer.

e.g.

- *It would make a funny picture.*
- *It would be fun to illustrate*
- *the stanza is easy to visualise*
- *Etc.*

Expect close reference to the text. (0-8)  
**10**

**C According to this poem, what is the most amazing thing of all about the Dad?  
Why is it the most amazing thing about him? (10)**

*“When he’s caught someone red-handed,  
First he jumps down their throat  
And then he bites their head off!”*

Quotation or accurate paraphrase of the above (0-4)

If the candidate deals with the poem **as a whole** as opposed to the last five lines, accept any valid response or interpretation based on the poem. (0-4)

Explanation of why this is most amazing thing, e.g.

- *it’s very unusual for a father to be able to do this*
  - *It is amazing that the father would behave like this when he himself makes the mother’s blood boil and drives her up the wall*
  - *Etc.*
- (0-6)  
**10**

**D Would you describe this poem as mainly:**

**amusing**

**or**

**descriptive**

**or**

**childish.**

**Give reasons for your choice. (10)**

Selection of adjective (2)

Expect two or more reasons. If only one reason given, it must be well developed.  
Expect close reference to the text (0-8)  
**10**

**E Choose a poem you have studied which describes a member of a family.**

**Name the poem and the poet.**

**Describe the family member.**

**How does the poet feel about that family member?**

**Did you like or dislike this poem? Give reasons for your answer. (20)**

Choose a poem you have studied which describes a family member.

- *Name the poem and poet* (2)
- *Description of family member* (0-6)
- *Explanation of how the poet feels about that family member* (0-6)
- *Explanation of why candidate likes or dislikes the poem* (0-6)

## 5 FICTION

60

*Aesthetic reading is a psycho-linguistic guessing game.*

*Aesthetic reading demands re-reading, reviewing and reflecting.*

*Assessment tests Candidate's 'escape from the prison of the literal' (Syllabus)*

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**A How does the driver of the camper van succeed in gaining Maria's trust?(10)**

One or more well developed reasons as to how the driver of the camper succeeds in gaining Maria's trust.

e.g.

- *He behaves in a friendly manner*
- *He seems uninterested in Maria and pretends to drive away*
- *He offers her a lift*
- *Etc.*

Expect close reference to the text.

**0-10**

**B What evidence is there in this extract that Maria is frightened and lonely in Culduagh? (10)**

Evidence that Maria was frightened and lonely in Culduagh

e.g.

- *Fear prevented Maria from walking to David's house*
- *Maria felt apprehensive*
- *David O'Brien was Maria's only friend in Culduagh*
- *Etc.*

Accept any well developed answer with close reference to the extract.

**0-10**

**C For Maria, Jonah Kegale was "the realization of all her fears and terrors". How does the extract show that she was right to feel this way? (10)**

Evidence that Maria was right to feel that Jonah Kegale was "the realization of all her fears and terrors may be found mainly in final paragraph,

e.g.

- *he pounced and grabbed her*
- *he dragged her like a rag doll*
- *he struck her viciously*
- *he struck her again*
- *he knocked her sprawling*
- *Etc.*

Expect reference to a number of elements or a fully developed response to one element.

**0-10**

**D** The blurb on the back cover of this novel describes it as “an action-packed story of conflict, danger and courage”. What evidence can you find in this extract of

conflict

or

danger

or

courage?

( 10)

Selection of point of view

(2)

Evidence to support this viewpoint

(0-8)

e.g. *conflict*

- *She is dragged into a van*
- *She is struck*
- *Etc.*

e.g. *danger*

- *She is alone in Culduagh*
- *She gets into a stranger’s van*
- *She is attacked*
- *Etc.*

e.g. *courage*

- *She attempts to get to David’s house even though she is afraid*
- *She lives with her fear in Culduagh*
- *She screams when attacked*

10

**E** Name a NOVEL or SHORT STORY you have studied in which a character faces:

terror

or

racism

or

betrayal.

**How does the character cope with the problem?**

**Do you think that the novel or short story has a good ending? Explain why/why not. (20)**

**Studied Novel or Short Story**

- *Name* of novel or short story (2)
- *Explanation* of how the character copes with the problem (0-8)
- Does candidate think that the novel or short story has a *good ending* (2)
- *Explanation* of why/why not (0-8)

**20**

## 6 DRAMA

60

*Classroom drama engages students in “living out imagined experience”  
Performing / producing encourage students to interpret plays.  
Assessment tests knowledge of dramatic concepts. (Syllabus)*

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**A How would you describe the neighbourhood in which Keller, Chris and Bert live?**

**Quote from the extract in support of your answer. (10)**

Description of neighbourhood in which Keller, Chris and Bert live?

e.g.

- *Friendly*
- *Close*
- *Safe*
- *Quiet*
- *Dangerous*
- *Rough*
- *Etc.*

Evidence in support of view should be quoted from text, however accept accurate paraphrase or reference

**0-10**

**B From your reading of this extract, what sort of man do you think Keller is? (10)**

Description of Keller’s Character

e.g.

- *Imaginative*
- *Good with children*
- *Friendly*
- *Condescending*
- *Sarcastic*
- *Liar*
- *Mean*
- *Etc.*

Expect close reference to the text in support of answer

**0-10**

**C What effect does Bert’s arrival on the scene have on the two men? (10)**

The effect Bert’s arrival has on the two men

e.g.

- *Keller enters a world of make-believe*
- *Mood is lightened*
- *Chris becomes an onlooker at the scene*
- *Mood becomes playful*
- *Mood becomes “mean”*
- *Etc.*

Expect close reference to the text in support of answer

**0-10**

**D** *From your reading of the extract what sort of boy do you think Bert is? (10)*

Description of Bert's Character

e.g.

- *Caring*
- *Gullible*
- *Likes to keep company of adults*
- *Serious*
- *Likes to live in world of make-believe*
- *Etc.*

Expect close reference to the text in support of answer

**0-10**

**E** **Name a PLAY or FILM you have studied in which there are two very different characters.**

- Describe the differences between these characters.
- How did these differences influence the outcome of the play?
- Which of the two characters did you prefer? Explain why.
- Did you find the outcome of the play satisfactory or disappointing?

Give reasons for your answer. (20)

**Play or film** in which there are *two* very different characters

- *Name* of play or film and description of these differences (0-5)
- *Explanation* of how these differences influence the outcome of the film or play. (0-5)
- *Selection* of character  
*Explanation* of choice (0-5)
- Did candidate find the outcome of the play *satisfactory or disappointing*?  
*Reasons* for answer.  
There needs to be specific reference to the *outcome or end* of the play or film. (0-5)

**20**

## 7 MEDIA STUDIES 60

*Viewing develops understanding of media concepts – pictures, shapes and text.*

*Awareness is sharpened by viewing and reading and listening.*

*Assessment tests response to pictures, shapes and text (Syllabus)*

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Examine carefully the posters on pages 2 and 3 of Paper X. Then, answer the questions below.

**A Look at the poster on page 3 of Paper X.**

- (i) According to the text in this poster, when can people see *As You Like It*? (5)
- (ii) From your study of this poster, would you expect this play to have a happy ending or a sad ending? Explain your answer. (5)

(i) June 3 – 6 at 8pm 0-5

(ii) Statement of expectation (2)

Brief explanation of answer

e.g.

- *The play is described as “a hilarious romantic comedy about love, lost and found”*
- *There is a picture of a happy couple in the poster*
- *There are no sad or violent images on the poster*
- *Etc.*

(3)  
5

**B Look at the poster for *Romeo and Juliet* on page 2 of Paper X. What contrasts do you see in the images in this poster? (10)**

List of contrasts in images in poster

e.g.

- *Violent images versus romantic images*
- *Guns versus couple kissing*
- *Love and Hate*
- *Etc.*

0-10

**C From your study of these two posters, what features do you think the two plays – *As You Like It* and *Romeo and Juliet* – have in common? Give reasons for your answer. (10)**

Identification of features in common and reasons for answer.

Expect close reference to the posters provided.

e.g.

- *Both plays are written by Shakespeare*
- *Both plays are about love*
- *Both posters have couples embracing*
- *Both posters have a lot of detail*
- *Both posters are colourful*
- *Etc*

0-10

**D** Look again at the two posters on pages 2 and 3 of Paper X. Which poster do you think is more interesting? Give reasons for your opinions. (10)

Selection of poster (2)

Reasons for selection,

e.g.

*the poster of Romeo and Juliet is more modern*  
*the poster of Romeo and Juliet displays more conflict/excitement*  
*the poster of As You Like It has more information*  
*the poster of As You Like It has a wider variety of images*

Expect close reference to the posters provided. (0-8)

**10**

**E** You have been asked to design a poster for a school play or a show or a concert.

describe or draw the poster you would design.

what information would you include on the poster?

explain your ideas for the design. You should mention:

- use of colour
- size of lettering
- illustrations
- eye-catching qualities for young people. (20)

**Design of poster:**

• Description or drawing of poster (4)

• Information to be included on poster (4)

• Explanation of ideas for poster. Expect reference to

- use of colour
- size of lettering
- illustrations
- eye-catching qualities

e.g.

- colour which would appeal to target audience/young people
- colour which reflects the mood of the play, show or concert
- large writing
- not too much text
- clear message
- images which reflect the content of the play, show or concert
- images which have a strong impact
- clear layout
- etc.

(12)

**20**

## **SCRIPTS GRANTED REASONABLE ACCOMMODATION.**

Scripts granted reasonable accommodation require a Modified Marking Scheme to be applied to:

Section 2-*Personal Writing*

Section 3- *Functional Writing.*

Marks awarded to these sections will be divided by 9 and multiplied by 10. So, for example, if a candidate's script is marked using the modified marking scheme and a score of 36 out of the total 60 is awarded to either Section 2 or Section 3, this mark will be divided by 9 and multiplied by 10 — i.e.  $36 \div 9 = 4 \times 10 = 40$ . The candidate is awarded 40 (not 36) out of 60.

All other sections will be marked using the standard marking scheme.