

**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**JUNIOR CERTIFICATE  
ENGLISH**

**ORDINARY LEVEL**

**2009**

**MARKING  
SCHEME**

# 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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## **A** Find answers to the following:

- 1 *Why was the Tidy Towns Competition set up?* (5)
  - 2 *Which town won the first competition?* (5)
  - 3 *How many entrants are there on average each year?* (5)
  - 4 *When does judging take place?* (5)
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- 1 To encourage communities to improve their local environment and make their area a better place to live and work in and to visit. 5
  - 2 Glenties, Co. Donegal. 5
  - 3 There are on average 700 entrants each year. 5
  - 4 Judging takes place during June, July and August each year. 5

## **B** From your reading of the passage give two reasons why the Tidy Towns Competition has been successful. (10)

Each reason must refer to the passage.

- E.g. - Average of 700 entrants each year
- Many people participate in preparing their local area
- It has been running over 50 years

(2x5)

**10**

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

- 1 *The focus right from the start was to encourage communities to improve their local environment. (paragraph 1)*
- 2 *The prize fund now runs to some €250,000. (paragraph 5)*
- 3 *... the competition has rapidly increased in popularity. (paragraph 2)*
- 4 *... preparing the local area for the adjudication. (paragraph 3)* (10)

Candidates must give an explanation of **TWO** of the above.

- 1 e.g. *The aim of Tidy Towns / the idea behind Tidy Towns / the vision for Tidy Towns from the beginning was to make an area a better place to live, work and visit.*
- 2 e.g. *The prizes awarded in the competition amount to €250,000 / The competition has a total of €250,000 to award in prizes*
- 3 e.g. *The number entering the competition has grown very quickly over the years.*
- 4 e.g. *Getting the neighbourhood/place/community ready for the judging.* (2x5)

**10**

**D** *What do you think the Minister for the Environment John Gormley, TD, meant when he said that the original founders were ‘visionaries’? (10)*

Explanation of ‘visionaries’

e.g. *The original founders were far-seeing / forward thinking / able to plan for the future*

**10**

**E** *“The Tidy Towns Competition has made Ireland a better place”. Write a paragraph either for OR against this point of view. (10)*

A paragraph, in favour of OR against this point of view.

Imp. ex **10**

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## **2 PERSONAL WRITING**

**60**

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

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

*Assessment tests compositional skills (Syllabus)*

### **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, using the full range of marks.**

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

### 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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#### A For or Against: Debate Speech

*“Teenagers should be called “screenagers” because they are addicted to screens - TV, phones, electronic games ...”*

Candidates need to:

- State whether they are for or against the motion
- Think about the points they are going to make
- Coherently argue their side of the motion

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

- The motion
- The audience
- The order of presentation
- The tone

**OR**

#### B A letter of application for ONE of the following summer jobs:

- Waitress / waiter
- Car wash attendant
- Child minder
- Dog walker

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*Evaluate, using the full range of marks, expecting appropriate use of format and register.*

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

## 4 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** (i) *What did Hugh do when he heard his mother coming in? (5)*  
(ii) *How did Ma greet Hugh when she arrived home? (5)*

(1) Hugh took his feet off the couch and tried unsuccessfully to hide his plate. **5**

(ii) Ma asked how often she had told him not to eat in the drawing room and why she had to repeat things one million times.  
She greeted him angrily, sarcastically, etc. **5**

- B** *From your reading of the first two paragraphs how would you describe Hugh's character? (10)*

Description of Hugh's character. (in the first two paragraphs)

- *Childish / immature*
- *Inventive*
- *Self-sufficient*
- *Considers himself a grown-up*
- *Inconsiderate (feet up on the couch)*
- *Etc.*

Imp. ex 10

- C** *Would you say that Hugh's home is a happy one?  
Give reasons for your answer. (10)*

Statement of viewpoint (2)

Reasons for answer. *Expect reasons to refer to text.* Imp. ex 8)

**10**

- D** *Would you say that Ma is:  
a typical mother  
or  
a very strict mother  
or  
a very cheerful and humorous mother  
Give reasons for your answer. (10)*

Selection (2)

Reasons for answer. *Expect case to be argued* (8)

**10**

## **E** Studied Novel or Short Story

- Name of novel or short story (2)
- Names of characters in the relationship (2)
- Expect substantial description of how the relationship develops. Imp.ex 8
- Favourite character in the relationship and explanation why. Expect clear and well argued explanation. Imp. ex 8

**20**

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## **5** **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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### **ONE QUESTION FROM A BULLET**

I want to give up being a bullet  
I've been a bullet too long

I want to be an innocent coin  
in the hand of a child  
and be squeezed through the slot  
of a bubblegum machine

I want to give up being a bullet  
I've been a bullet too long

I want to be a good luck seed  
lying idle in somebody's pocket  
or some ordinary little stone  
on the way to becoming an earring  
or just lying there unknown  
among a crowd of other ordinary stones.

I want to give up being a bullet  
I've been a bullet too long

The question is  
Can you give up being a killer?

*John Agard*

- A** (i) *Who is the speaker in this poem?* (5)  
(ii) *Who is the speaker speaking to?* (5)

(i) *The Bullet* 5

(ii) *People with guns / The reader/ Everyone* 5

- B** *The Bullet doesn't want to be a bullet anymore.  
Name 2 things it wants to be and, from your reading of the poem,  
explain why the bullet wants to be these things. (10)*

Name 2 things (2x2)  
Explanation. Expect close reference to the text. Imp. ex 6  
**10**

- C** *What message or lesson do you take from the poem?  
Give reasons for your answer. (10)*

The message or lesson you take from the poem (4)  
Explanation. Expect close reference to the text. Imp. ex 6  
**10**

- D** *What is the question the bullet asks  
and why do you think it asks this question? (10)*

Question asked (2)  
Explanation. Expect close reference to the text. Imp. ex 8  
**10**

- E** Choose a poem you have studied which describes a place **or** a person  
**or** an event.

➤ Name the poem and the poet. (2)

➤ Description of what the poem is about .  
Expect substantial description. Imp. ex 10

➤ State why you liked or disliked the poem Imp. ex 8  
Expect developed explanation of like or dislike. **20**

## 6 DRAMA

60

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

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- A** List five *props* (5x2)  
**10**
- B** Select character (2)  
Explanation of choice Imp. ex 8  
**10**
- C** Instructions to actor playing the part of Mr. Wills  
• costume (4)  
• tone of voice (3)  
• body language (3)  
**10**
- D** Closing dialogue between Mr. Fibbs and Mr. Wills  
Must adopt dialogue format  
(roughly 10 lines) Imp.ex **10**
- E** **Play** or **Film** in which something unexpected happens
- Name of studied play or film (2)
  - Description of unexpected event and explanation why it was unexpected Imp. ex 10
  - Did the unexpected event add to the enjoyment of the studied play or film - Why? / Why not? Imp. ex (8)  
**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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- A** A good slogan for the campaign? Yes / No (2)  
Reasons for answer Imp. ex 8  
**10**
- B** Selection of photograph (2)  
Reasons for answer Imp. ex 8  
**10**
- C** Selection of medium – text or photographs (2)  
Reasons for answer Imp. ex 8  
**10**
- D** Selection of photograph - page 3 of Paper X (2)  
Insight into the life of the child in the picture Imp. ex 8  
**10**
- E** (1) An eye-catching caption for the photograph Imp. ex 5)
- (ii) Two convincing reasons why people should sign the petition. Expect argument to be supported by material from source paper or candidate's own knowledge and experience. Imp. ex 15)  
**20**