



**JUNIOR CERTIFICATE  
ENGLISH**

ORDINARY LEVEL

2007

**MARKING  
SCHEME**

# Coimisiún na Scrúduithe Stáit

## 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** 1 *Most impressive and beautiful man-made objects in the world / A list of 'The Seven Wonders of the World'* **5**

2 *A day off from work* **5**

3 *The Olympic Games are now highly commercialised* **5**

4 *Whoever makes two blades of grass or two ears of corn grow where only one grew before / farmers* **5**

**B** Wonders of the Modern World: *Remarkable technical and scientific achievements / Affect people in their day to day life*

Wonders of the Ancient World: *Impressive and beautiful man-made objects / fine structures*

(2x5)

**10**

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

1 It is still early days e.g. early stages, beginning, new, in its infancy etc.

2 One giant leap for mankind e.g. A big step for humanity, a great achievement for the human race etc.

3 Average life expectancy e.g. average length of time a person will live, the age a person can expect to live until, the number of years a person can expect to live etc.

4 Holiday makers from all walks of life e.g. People from different social backgrounds, places, lifestyles who go on holidays etc.

(2x5)

**10**

**D** Selection of one wonder of the modern world (2)

Reason (x8)

**10**

**E** Modern wonder that you would add to the list (2)  
Explanation for answer (x8)

**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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### **A COMPOSITION ON ONE OF THE GIVEN TOPICS**

*This is an unstructured question ... The candidate provides 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>F</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>6</b> ➤	<b>15</b> ➤	<b>24</b> ➤	<b>33</b> ➤	<b>42</b> ➤	<b>51</b> ➤

Grade the standard appropriately.

**Reward** honest attempts!

### 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 *Letter of Apology to your friend's parents.*

To achieve full marks candidates SHOULD:

- Introduce themselves
- Explain what happened
- Apologise
- Offer to help

The letter must be written in an appropriate register and format.

**OR**

#### B **For or Against: *Debate Speech***

*“Full driving licenses should not be issued to people under twenty.”*

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

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Make a confident evaluation using the full range of marks.

<b>4</b>	<b>N</b>	<b>THINK GRADES</b>	<b>F</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>60</b>
		<b>Think Candidate</b>	<b>6&gt;</b>	<b>15&gt;</b>	<b>24&gt;</b>	<b>33&gt;</b>	<b>42&gt;</b>	<b>51&gt;</b>	

*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)*

- A** Selection of one group from remaining photographs (x8)  
 Suitable title for selected group (2)  
**10**

*E.G. Photographs 1, 4, 6, 11, 12  
 Animals (Exotic Animals)*

- B** Selection of ONE photograph (1)  
*Explanation of answer*  
 ❖ Image (x3)  
 ❖ Use of colour (x3)  
 ❖ Message (x3)  
**10**

- C** Selection of TWO photographs (2x1)  
TWO appropriate captions (2x4)  
**10**

- D** Selected photograph (2)  
 Two or more reasons for choice. (x8)  
**10**

- E** Complete Slogan **5**  
Five sentences describing benefits (5x3)

15

## 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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**A** Description of the dinosaur

**x10**

**Answer should include at least two of the following:-**

- *Not the largest, not the strongest, name was the longest – Pachycephalosaurus-*
- *had great knobs upon his cheeks, spikes upon his nose, a bump of bone ten inches thick projected from the top of his head, the bone protected his brain*
- *he nibbled plants in peace.*

**B** (i) Words or lines that show Pachy was not brainy

**5**

*His brain though hardly worth / Protecting was protected.  
To be a bonehead pays*

(ii) Pachy NOT violent

(2)

Evidence from poem

(x3)

*Nibbled plants in peace*

*Lived untroubled days*

**5**

**C** Five pairs of rhyming words

(5x2)

1) *strongest - longest*

2) *suppose - nose*

3) *projected - protected*

4) *kerwhacky - Pachy*

5) *days - pays*

**10**

**D** Selection of favourite stanza

(2)

**Two** or more reasons

(x8)

**10**

<b>E</b>	Name poem and poet.	(2)
	Identification of poem as containing amusing or vivid descriptions	(2)
	Explain how poet succeeds in making the poem amusing / vivid	(x16)
		<b>20</b>

**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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<b>A</b>	<b>1</b>	Jitterwit and Von Gonktop’s behaviour towards Dully	<b>5</b>
		<i>Consider him to be a fool    Think he’s stupid    Bossy - ‘Don’t just sit fool. Get everything ready’    Nasty / mean / disrespectful - Call him ‘fool’, ‘nitwit’.</i>	

	<b>2</b>	Impression of Dully	<b>5</b>
		<i>Enjoys nature, sensitive, calm, patient, clever etc.</i>	

<b>B</b>	Agree / Disagree with statement	(2)
	<b>Two</b> or more reasons for answer	(x8)
		<b>10</b>

<b>C</b>	Instructions to actor playing the role of Master	
	❖ Tone of voice	(x3)
	❖ Body Language	(x3)
	❖ Costume	(x4)
		<b>10</b>

<b>D</b>	Selection of surprised <b>or</b> angry <b>or</b> amused	(2)
	Explanation for choice	(x8)
		<b>10</b>

<b>E</b>	<b>1</b>	Name studied play or film	(2)
		Description of unexpected event	(x4)
		Explanation why unexpected	(x4)
			<b>10</b>

2	Unexpected event add to enjoyment - Yes / No	(2)
	Explanation why / why not	(x8)
		<b>10</b>

## **7 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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<b>A</b>	Like Melinda Alice as a friend - Yes / No	(2)
	Explanation Why? / Why not?	(x8)
		<b>10</b>

<b>B</b>	What you think the snail really though of Melinda Alice	(x10)
		<b>10</b>

<b>C</b>	Ending of story a surprise - Yes / No	(2)
	Why? / Why not? Reason(s) for answer.	(x8)
		<b>10</b>

<b>D</b>	Author's message	(x10)
		<b>10</b>

<b>E</b>	<b><u>Studied Novel or Short Story</u></b>	
	• Name novel or short story	(2)
	• Description of element of fantasy	(x9)
	• Description of how the life of an individual or of a group changed by the element of fantasy.	(x9)
		<b>20</b>

### **OR**

- Name novel or short story (1)
- Identification of something extraordinary good or bad that happened (1)



- Describe what happened (x6)
  - Explain what caused it to happen (x6)
  - Describe how the life of the individual or the group was changed by what happened. (x6)
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