

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

JUNIOR CERTIFICATE EXAMINATION, 2002

ENGLISH --- FOUNDATION LEVEL

360 MARKS

WEDNESDAY, 5 JUNE – MORNING, 9.30 TO 12.00

YOU MUST ANSWER SECTIONS 1, 2, AND 3

**YOU MUST ALSO ANSWER ANY THREE OF
SECTIONS 4, 5, 6, AND 7**

**SPEND A LITTLE OVER 20 MINUTES
ON EACH SECTION**

General Guidelines for Marking

Elements which should inform your marking

- Marking Scheme
- Marking Conference
- Exemplar Scripts
- Experience
- Advice/ guidance from the Chief Advising Examiner

Criteria to bear in mind when marking scripts:

- | | |
|------------------------------------|-----|
| • Clarity of Purpose | |
| • Organisation, Coherence and Flow | 90% |
| • Language Efficiency | |
| • Spelling and Written Punctuation | 10% |

Grade and Mark Determination

- Form a view as to the **grade** a candidate should be awarded, then determine the candidate's numerical **mark**. Refer to your Marking Scheme, Exemplar Scripts, notes taken during the Marking Conference, and "Marking Grid" to determine a fair allocation.
- Scatter your candidates throughout the full range of marks. Avoid grouping students in the C band. There will be candidates communicating successfully, even using language ambitiously.

Reasonable Accommodation

Candidates presenting for examination with the aid of a scribe, a tape-recorder, or a spell-check enabled/ disabled word processor and other candidates who have been granted an exemption in accordance with Circular S71/01 will have all parts of their examination in English assessed *except* spelling and written punctuation elements

In assessing the work of these candidates, a modified marking scheme will apply as follows:

Spelling and Written Punctuation will not be taken into account.

Consequently, the 10% allocated to Spelling and Written Punctuation will be re-allocated between the remaining criteria of Clarity of Purpose, Organisation, and Language Efficiency, so that the examiner will give an evaluation out of 100%.

SECTION 1:	READING	[60]
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A

- | | | |
|---|--------|-----------|
| 1 | Winter | (5 marks) |
| 2 | Summer | (5 marks) |
| 3 | Spring | (5 marks) |
| 4 | Autumn | (5 marks) |

B Niamh describes the changes that happen in each season.
Give **TWO** changes she mentions for **any ONE** season. (10 marks)

- **Name the season** 2 marks
- **Each change listed** 4 marks
(2 changes required)

Possible changes:

Spring: trees, soil/ earth, weather, fields/meadows, birds, animals
longer days, warmer weather, busy farmer, storms, grass/hay, skies, storms, clocks

Autumn: crops gathered, fruit picked/ harvest, days shorter, nights longer, grey skies, rain, woods turn yellow/brown, leaves fall, ground covered with leaves

Winter: shortest days, frozen weather (fog, sleet, frost), indoors more, bare trees/ wind, ponds/ lakes/ rivers/ streams frozen, little sign of life, animals hibernate

C View carefully the pictures for **Spring** and **Winter**. (10 marks)
How do the pictures help us to see the changes?

Changes between Spring and Winter:

trees (leaves/ bare)	sun shining/ no sun
birds/ no birds	houses visible/ houses covered in snow
fields ploughed/ fields covered in snow	farmer spreading seeds/ no humans visible

- **Names of relevant seasons** 2 x 1 mark
- **Appropriate changes** 4 marks each
(2 changes required)

If students write about wrong pictures, mark responses out of 4.

- D** Which season does Niamh describe best, do you think?
Give a reason for your answer. (10 marks)

Possible reasons for liking a particular season:

appeals to senses
factual/accurate observation of Spring
mix of long and short sentences
concrete images
introduction of the human dimension (the farmer)
use of contrast (“In Ireland clocks are changed...”)

+ *any other relevant reason*

- Name the season 2 marks
- Each “reason” 4 marks
(2 reasons required)

- E** Imagine you are Niamh’s teacher.
What would you say to her about this piece? (10 marks)

Possible responses:

good/ very good/ brilliant
good imagination
pictures complement four paragraphs
good use of paragraphing (one per season)
striking combination of sights, sounds, and smells in descriptions
paragraphs balanced (all four were of similar length)
composition was very accurate/factual
variety of expressions/ terms used
use of ‘In Ireland’ and ‘In America’ created interesting links/contrast
No personal response - somewhat boring to read.

+ *any other relevant response*

- Any 2 appropriate responses
(0 - 5 marks by impression per response)

SECTION 2:	PERSONAL WRITING
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[60]

Write about one page on ONE of the following topics.

PICK ONLY ONE TOPIC

- A** What I like about--
Spring **OR** Summer **OR** Autumn **OR** Winter
- B** They brought me to hospital!
- C** Learning--
to swim **OR** to dance **OR** to cycle **OR** to sing
- D** When I leave school
- E** Saturdays
- F** *'Don't press that switch,'* someone screamed.
Continue this story.
- G** Look at the drawing on **Page 1** of **Paper X**.
Imagine an argument between the dog and the cat.
- Dog:** Wuf! Wuf! Scat cat!
Cat: Hiss! Hiss! Buzz off, Buster!
- Continue this script.
- H** Look at the colour photo on **Page 4** of **Paper X**.
After viewing the photo, write your thoughts.

- Treatment of title, about three-quarters/ one page in length.
- Refer to "General Guidelines for Marking" on Page 2.

Consult Exemplar Scripts for grade guidance.

A	=	51
B	=	42
C	=	33
D	=	24
E	=	15
F	=	6
N.G.	=	5

Think GRADE first . . . Then mark within the grade!

SECTION 3:	FUNCTIONAL WRITING	[60]
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Candidates must apply as **Carmel** or **Michael Smith**, must use the address **102 Port Road, Cork, Co. Cork**, and must use the telephone number **021 – 12345**.

1 ABOUT YOU	(25 marks for this section)
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Five details to be given 5 x 2 marks
 [Award no marks if candidate uses his/ her own personal and contact details]

Family/Relatives employed?

If candidate ticks “No” box only	5 marks
If candidate ticks “Yes” box only	2 marks
If candidate ticks “Yes” box and gives details	5 marks
If candidate ticks both boxes and gives details	2 marks
If candidate ticks both boxes only	0 marks

Completed your Primary Education?

If candidate ticks “No” box only	5 marks
If candidate ticks “Yes” box only	2 marks
If candidate ticks “Yes” box and gives details	5 marks
If candidate ticks both boxes and gives details	2 marks
If candidate ticks both boxes only	0 marks

NB – Both Yes and No answers to this question are valid

The candidate could be attending a special school – and thus he/she would not yet have completed his/ her Primary education.

Similarly, candidates are free to create a fictional self as “Carmel/Michael Smith.” Hence, they are free to imagine that they have already completed second and/or third-level education.

Hobbies/ Interests?

Appropriate response	5 marks
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2 FOR OFFICE USE ONLY	(5 marks for this section)
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Award full marks to candidates who left this section blank

3 ABOUT YOUR WORKING TIMES	(10 marks for this section)
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Candidates who ticked/ wrote the appropriate time period in any/ all of the cells listed 5 marks

If candidate ticks “No” box only	5 marks
If candidate ticks “Yes” box only	2 marks
If candidate ticks “Yes” box and gives details	5 marks
If candidate ticks both boxes and gives details	2 marks
If candidate ticks both boxes only	0 marks

4 ABOUT YOUR WORK EXPERIENCE	(10 marks for this section)
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A Appropriate response	5 marks
B Appropriate response	5 marks

5 DECLARATION	(10 marks for this section)
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Signature [Carmel/ Michael Smith]	5 marks
Date	5 marks

SECTION 4:	FICTION	[60]
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- A** Where does Sam's family live? New York 5 marks
 Where does Sam live now? Tree-house/ Catskill Mountains 5 marks

- B** Describe *the inside* of Sam's tree-house. (10 marks)

Details:

12 feet wide, bed (sticks, deerskin), fireplace (chimney /holes for air),
 small fire, lamp, stick for calendar

1st detail = 4 marks, 2nd detail = 3 marks, 3rd detail = 3 marks

- C** How did Sam spend the **Summer**?
 Find hints in the piece. (10 marks)

Possible activities:

He "dug and burnt it (tree-house) out"	Gathered nuts and berries
Chipped out holes in tree for air	Collected sticks
Fishing	Collected shells
Hunted for deer (presence of deerskin and deer fat in tree-house)	
Made tools/ weapons (for killing deer, chipping out holes, cleaning deerskin)	
+ <i>any other relevant response</i>	

- Any 2 appropriate responses (5 marks per response)

- D** *'I am lonely for the first time since I ran away...'*
 Why is Sam feeling more lonely now than before? (10 marks)

Possible reasons:

feeling the cold (snow)	confined indoors
lack of companion/s	
missing his family (8 months since he was at home)	
4 th /5 th of December – coming close to Christmas	
+ <i>any other relevant response</i>	

- Any 2 appropriate responses (5 marks per response)

- E** Think about a **NOVEL** or a **SHORT STORY** you have studied
 where one of the characters had a problem.
 DESCRIBE the problem.
 Was the problem solved? Explain why or why not. (20 marks)

- Name of novel/ short story 2 marks
- Description of problem 8 marks
- Was the problem solved? 10 marks

If the candidate uses a play/ film/ poem to answer this question,
 mark response out of 10.

SECTION 5:**DRAMA****[60]**

A Why does Adrian Mole visit Bert Baxter? (10 marks)

Sent by school authorities
To miss the Maths lesson

“To do some good”

- **Any 2 appropriate responses** (5 marks per response)

B How did Bert spoil Adrian’s day? Explain. (10 marks)

Bert sent him back to school with the words ‘shove off’
Bert was rude /wasn’t kind to Adrian when he called around
Adrian didn’t get to miss his Maths lesson.

- **One appropriate response** (0 – 10 marks by impression)

C **IMAGINE THIS SCENE.**

Describe a suitable **COSTUME** for - -

Adrian Mole: school uniform 5 marks

Bert Baxter: half-dressed in beer/ beetroot-stained shirt, socks
NOT a suit 5 marks

Where candidates mix up the characters’ names, but give appropriate responses,
mark out of 8.

D Are there any funny moments in this scene?
Where? (10 marks)

Yes/No 2 marks

Potential funny moments:

- (i) Opening scene – Bert half-dressed, beer cans on floor
- (ii) “Bite yer! He’ll have yer bleddy leg off”
- (ii) “Don’t smoke! A lad of your age!”
- (iii) A burglar?
- (iv) “Anything I can do for you?”
“Yes. Shove off!”

- **Any 2 appropriate responses** (4 marks per response)

E Think about a **PLAY** or a **FILM** you have studied.

1. From this play or film, pick out - -
• the GOOD person AND • the BAD person

Name the good person and the bad person. 2 x 2 marks

Describe the good person. 5 marks

Describe the bad person. 5 marks

2. Which part would you like to play --
• the GOOD person? OR • the BAD person?

EXPLAIN why.

Explanation for choice (0 - 6 marks by impression)

If the candidate uses a novel/ short story/ poem to answer this question,
mark response out of 10.

SECTION 6:**POETRY****[60]**

A What name would you give this poem?
EXPLAIN why. (10 marks)

- **Name for poem** 4 marks
- **Explanation of title:**
- answer must be appropriate to poem's content 6 marks

B Why does the pupil in the poem apologise for being absent? (10 marks)

Because he/ she is daydreaming
Because he/ she is unable to concentrate on his/ her class work

- **One appropriate response** (0 – 10 marks by impression)

C Which word best describes this pupil, do you think?

- * clever 4 marks
- * troublesome 1 mark
- * distracted 4 marks
- * hard-working 1 mark

EXPLAIN your choice. (0 - 6 marks by impression)

D *'but don't let that fool you.'*
The poet puts this line on its own -- separately.
Why does the poet do this, do you think?

Possible responses:

To make you think about what the pupil is saying
To divide the lines about being "present" from those about being "absent"
To draw the reader's attention to this line
To talk directly to the teacher
To show a change of thought

- **One appropriate response** (0 – 10 marks by impression)

E Think about **POEMS** you have studied.
Choose a poem which describes **ONE** of the following --

- * *feeling alone*
- * *feeling lost*
- * *feeling brave*
- * *feeling happy*

Name the poem. 2 marks

Write the story of the poem. 8 marks

Explain why the poet felt --

- * *alone* OR
- * *lost* OR
- * *brave* OR
- * *happy*

(0 - 10 marks by impression)

If the candidate uses a novel/ short story/ play/ film to answer this question,
mark response out of 10.

SECTION 7:	MEDIA STUDIES	[60]
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- A** Two shops advertise their products.
Name the **TWO** shops.

Marks & Spencer
Laura Ashley

5 marks
5 marks

- B** VIEW again **Page 2** and **Page 3** of **Paper X**.
Say what each shop wants you to buy.

(10 marks)

Trousers/ boys' clothes [Marks & Spencer]
Women's clothes/ girls' clothes/ homewares [Laura Ashley]

4 marks
3 x 2 marks

- C** THINK ABOUT BOTH ADVERTISEMENTS.

Which shop is *more expensive*?
How did the ads make you think so?

(10 marks)

- Choice of shop
- Explanation of how ad made you think the shop was expensive

2 marks

Possible responses:

Marks & Spencer cheaper

- "Was €15 Now €12"
- "Lower prices permanently!"
- "Exclusively for everyone"

Laura Ashley more expensive

- "jewels" in candle holder pictured
- no mention of prices
- foreign setting (adult female model)

- Any 2 appropriate responses

(4 marks per response)

- D** This **LOGO** appears in one of the advertisements.
EXPLAIN what this **LOGO** means.

(10 marks)

Possible explanations:

- R & D Department has tested the trousers on kids already.
Therefore, they are of best quality – hard-wearing, suitable for repeated washing, etc.
- Surveys show that these trousers are preferred by children.
- May suggest that kids like them because they are fashionable/ trendy/ "cool".

- One appropriate response

(0 – 10 marks by impression)

- E** Which of the **TWO ADVERTISEMENTS** do you prefer?
Give **THREE** reasons for your opinion.

(20 marks)

Marks & Spencer

- * Action shot
- * Logo – tested by kids
- * Can identify with Daniel and pal at play
- * Use of colour
- * Only one photograph per advert.
- * Value for money - cheaper

Laura Ashley

- * Layout – 3 images dominate
- * Uncluttered by written information
- * Use of colour – especially for clothes
- * Images and "copy" separated
- * Static ad

- Choice of advertisement
- Three reasons

5 mark
3 x 5 marks