

JUNIOR CERTIFICATE ENGLISH 2003HIGHER COURSE PAPER 1MARKING SCHEME**SECTION 1: READING 40 MARKS**

The reading passage, by Cyril Kelly, gives an account of an episode in the life of a class, the pupils of Master McMahon. The account is richly descriptive, dramatic, evocative and distinctive in its lyrical and poetic style. It offers the candidate plenty of scope for engagement. The extent and quality of this engagement will provide a useful discriminator in determining the range of marks to be awarded up to and including full marks.

**Q.1** *Master McMahon wants the boys to make him, “Taste the flavour of the vanilla from his story.” What kind of writing is he trying to encourage from his pupils when he says this? Explain your answer.*

Note that the focus in this question is on Master McMahon’s expectations for his pupils’ writing.

Candidates could answer by appeal to the imagination: good writing vivifies the writer’s experience. Equally they could answer by discussing a technical / mechanical list of attributes of good writing. Reference to the passage, implicit or explicit, is important though it should be used in support of statement of expectations for pupils’ writing.

**fcfm<sup>1</sup> expect candidates to present a clear statement in response to the question, comprising several points, or fewer points more fully developed.**

**Marking: b.c.<sup>2</sup> ex 10**

**Q.2** *The writer uses many attractive images in his writing. Pick out one that you particularly enjoyed and say why you liked it.*

Expect candidates to identify and discuss one image from the many on offer in the passage. Candidates could address the dominant images,

- The teacher as (child) performer
- Eating the ice cream
- Etc. etc.

Or they could address particular images,

- Swallows were arcing like black bolts of voltage...
- We could feel the ice cream offering stout resistance...
- Etc. etc.

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<sup>1</sup> fcfm – for consideration of full marks

<sup>2</sup> b.c. – by consideration

Or they could address specific aspects of language

- Verbs: gulp (par.1); ripped (par.3); agonised (par.4) craning (par.6) etc. etc.
- Nouns; adjectives and adverbs in so far as they are used to build and develop an image in the writing

**fcfm expect candidates to present a developed piece of writing based on one image with reference, implicit or explicit, to its textual context**

**Marking: b.c. ex 10**

Q.3 *In this passage Cyril Kelly recalls an incident from his childhood. Do you think he is a good storyteller? Support your answer with reference to the text.*

Candidates can agree or disagree with the proposition that Cyril Kelly is a good storyteller. Either way they should present an argument for their view with reference to the text in support of their answers.

They could refer to traits of Kelly's style including:

- Overall structure, the passage reads as a story in itself with beginning, middle and end
- Rich and descriptive narrative style
- Use of language in a poetic and lyrical manner
- Presentation of the account as a dramatic piece: introduction, characterisation, suspense, climax and conclusion all feature.
- Etc. etc.

**fcfm expect candidates to discuss Kelly as storyteller, globally or specifically, with reference, implicit or explicit to the text.**

**Marking: b.c. ex 20**

**SECTION 2: PERSONAL WRITING 70 MARKS**

The personal writing section allows candidates their best opportunity for a creative and personal response. Marking is by impression and it is on the basis of the candidate's response that the category and mark should be awarded. It is useful to assign the category (VG;G;Av;P) first, and then, on review, the specific numerical mark. Refer to the marking grid for guidance.

**The mark awarded should be determined by the overall quality of the writing: the ideas, the structure, the expression and the mechanics.**

**The composition should be as long as necessary to achieve excellence, judged by the internal merits of the piece. Length, per se, is not an absolute criterion.**

Relevance: candidates are allowed to interpret titles liberally. The title should be seen as an invitation to write, an inspiration rather than as a prescription for writing. If answers could be relevant they are relevant.

Mark by impression out of 70. Use the alternative break-down marking system, outlined below, to cross check your result.

Content	20 marks	Structure	15 marks
Expression	30 marks	Mechanics	5 marks

(see notes on these headings under "Functional Writing")

<b>Marking</b>	
Content	20
Structure	15
Expression	30
<u>Mechanics</u>	<u>5</u>
<b>Total</b>	<b>70</b>

Note that the two marks arrived at by these means need not coincide exactly. It is sufficient that each corroborate the other by being closely proximate (i.e. within 5%, or approximately 4 marks in 70). Please show the breakdown mark on the script page. As examiner you should then use your considered judgment to determine where the final mark should lie for the answer having evaluated marks arrived at by the impression and 'break-down' methods.

Answers in unusual forms or genres (e.g. poetry) should be referred to your advising examiner.

**1. *It's a weird and wonderful world.***

Expect answers in varied styles and genres. Interpret 'weird' broadly as it can have contradictory definitions depending on context. (weird = strange and frightening; attractive and enviable)

**2. *The motion for your next debate is: "Irish people do not make foreigners feel welcome". Write the speech you would make for or against the motion.***

Expect a response in a spoken / rhetorical style. Interpret 'foreigners' loosely to include 'blow-ins', migrants, tourists, refugees and asylum seekers etc. Candidates could argue for, against, or both for and against the proposition.

**3. *You have had a serious argument with a friend. You want to make up. Write out the dialogue that takes place between you.***

Interpret 'friend' loosely. The outcome of the dialogue is open to determination by the writer hence a happy ending is not a necessary outcome. Answers should be written in dialogue form and could include stage directions and / or explanatory comments.

**4. *Write a composition inspired by the picture on Page 1 of Paper X.***

Expect answers in a variety of formats. If they could be relevant they are relevant.

**5. *A summer's evening.***

Expect a wide variety of answering inspired, however loosely, by the title.

**6. *Your friend's parents invited you to go to Disneyland in Florida with them. Your parents allowed you to go, but said you must pay for your own airline ticket. Tell the story of how you raised the money.***

Expect answers in narrative form focusing on the acquisition of the ticket.

**7. *The Time Machine***

Expect answers in a variety of genres inspired broadly by the title.

**8. *I wish I could live that day again.***

Expect answers in a variety of genres loosely inspired by the title.

**Marking: b.c. ex 70 cross-referenced with alternative marking system.**  
**'Break-down' marks must be shown on the script**

**SECTION 3: FUNCTIONAL WRITING 30 MARKS**

The good response to this section will feature an appropriate formal / functional style, characterised by the following elements:

**CONTENT:** Ideas, points, expressed with relevance, depth, and conciseness.  
Think of content as the bag of ingredients in their raw state.

**STRUCTURE:** The response should have a clear, relevant and appropriate structure / layout. The information and points of view should be methodically and consistently developed throughout.  
Think of structure as the recipe, the way the ingredients are combined.

**EXPRESSION:** The range of vocabulary and idiom; syntax - command of sentence structure; clarity and variety of sentence structure, an expression of the candidate's style. Think of expression as the individual's way of doing it providing the savour and flavour of the writing. Grammar is also included under this heading. All writing is based on a fundamental knowledge and ability to use correct grammar. Of course a good candidate may use 'bad' grammar quite correctly in context. Reward successful use of grammar in all contexts appropriately. Think of expression as the taste in the mouth, so to speak, the way it comes across to the reader.

**MECHANICS:** Spelling and punctuation.

Think of mechanics as the rules that govern the use of these aspects of language. Some rules are essential, some conventional and some arbitrary. For example the traditional spelling of night is now rivaled by the contemporary idiomatic convention of 'nite'. Mobile phone texting has brought new spelling conventions into daily usage. Candidates should understand the difference between correct (dictionary) spelling and contemporary idiomatic usage and indicate this in their usage of words in written expression.

Punctuation can be used for syntactical clarity and also for indicating natural pauses to enhance the sense of the writing, especially when read aloud. Understand the use of punctuation as seen in the writing of candidates. Allow for the point of view of the writer before drawing a final conclusion in the allocation of marks.

**REGISTER:** The vocabulary, phraseology or idiom should be appropriate to the context and the intended recipient(s) of the letter / report / speech. Think of this as the right choice of menu or dish for the occasion.

**TONE:** The tone should be appropriate to, and consistent with, the context and the intended recipient(s) of the letter / report / speech.

**STYLE:** An amalgam of the foregoing headings. Although this is a formal (functional) piece of writing the good candidate will be able to nuance it with a distinctive style, which should be fully rewarded where appropriate

1. ***Write a speech to be delivered to your classmates, giving your views on how books help to open up the world for people.***

Expect a developed answer written in the form of a speech with appropriate idiom, register and style. Better answering will be characterised by the traits identified above and also by a sense of engagement of a specific audience.

Interpret the phrase, 'open up the world' loosely.

2. ***Imagine the girl in the picture is your pen pal. Write a letter telling her about a good book you have enjoyed recently.***

Candidates could refer the supplied text (picture) though this is not essential providing the letter addresses a pen pal on the subject of a recently read book. Interpret 'recently' loosely. Interpret 'book' broadly to include printed materials. Expect a variety of styles (formal / informal etc.) consistent with a piece written as a letter.

**cfm answers should be well written, consistent and coherent within themselves.**

**Marking: b.c. ex 30 cross referenced with alternative marking system.**

Please use the following marking system by way of cross checking your impression mark

<b>Marking</b>	
Content	8
Structure	7
Expression	12
<u>Mechanics</u>	<u>3</u>
<b>Total</b>	<b>30</b>

Note that the two marks arrived at by these means need not coincide exactly. It is sufficient that each corroborate the other by being closely proximate (i.e. within 5%, or approximately 2 marks in 30). Please show the breakdown mark on the script page. As examiner you should then use your considered judgment to determine where the final mark should lie for the answer having evaluated marks arrived at by the impression and 'break-down' methods.

**SECTION 4: MEDIA STUDIES 40 MARKS**

The Media Studies section invites the candidate to critically analyse, interpret and respond to different examples of Media presentations. The better candidate will understand and be able to relate to the technical aspects of the style or composition. While technical vocabulary is not essential candidates should demonstrate an understanding of the working elements of Media and their role and contribution to the success of the examples reproduced on the exam paper.

1. *Is there anything about the advertisement that suggests to you that it might be a "spoof" or a parody of a genuine advertisement? Give reasons for your answer.*

Understand the words 'spoof' and 'parody' to be synonymous. Expect candidates to grasp the idea of parody, a plausible presentation (mobile phones) of an implausible product (shells). Candidates could address the advertisement globally or by specific reference to individual details. For example:

- Substitution of seashells for mobile phones
- Bottlecaps and pebbles as currency
- Subversion of expected aspects of the advertisement: headline; titles; copy; inducers; logo and slogans
- etc. etc.

**fcfm expect 2 or more aspects of the advertisement to be discussed, or a global answer well developed, with supporting reference to the supplied text.**

**Marking: b.c. ex 10**

2. *What features of a genuine advertisement can you identify in it?*

Expect candidates to identify and explain appropriate features of a genuine advertisement. For example:

Overall layout

Company name and logo: Seashell Warehouse

Graphics: use of photos and graphic display to highlight key aspects of the advertisement

Price inducers

'Buy now' inducers: 'price implosion'; 'save over.....'; etc.

Persuasive copy

Use of humour: the whole idea of seashells as communicators is as daft as are some knowingly ironic advertisements themselves

etc. etc.

**fcfm expect identification of several traits or a global answer, well developed with supporting reference to the text.**

**Marking: b.c. ex 15**

3. ***Rewrite the text which describes the "Conch 35Z Wavecrasher" so that it reads like a proper advertisement for a mobile phone.***

Expect candidates to present the copy of the 'Conch 35Z wavecrasher' advertisement in a manner appropriate to a proper advertisement.

Candidates could attempt a straight translation of the copy. Alternatively they could retain the 'spoof' style of the given text. Answers should clearly advertise a mobile phone.

**fcfm expect appropriate re-writing of relevant text to suggest a proper advertisement.**

**Marking: b.c. ex 15**

**MARKING GRID**

<b><u>TOTAL</u></b>	70	40	30	10	5
<b><u>VERY GOOD</u></b>	49+	28+	21+	7+	4+
<b><u>GOOD</u></b>	42+	22+	18+	6+	3+
<b><u>AVERAGE</u></b>	28+	16+	12+	4+	2+
<b><u>POOR</u></b>	0-27	0-15	0-11	0-3	0-1

Scripts may be discriminated by reference to the following categories:

Very Good: Very good knowledge of texts, seen and unseen.  
 Very good interpretation of, and insight into, texts, seen & unseen.  
 Very good fluency and precision of expression.  
 Very good personal response.

Good: Good knowledge of texts, seen and unseen.  
 Good interpretation of, and insight into, texts, seen & unseen.  
 Good fluency and precision of expression.  
 Good personal response.

Average: Average knowledge of texts, seen and unseen.  
 Average interpretation of, and insight into, texts, seen & unseen.  
 Average fluency and precision of expression.  
 Average personal response.

Poor: Poor knowledge of texts, seen and unseen.  
 Poor interpretation of, and insight into, texts, seen & unseen.  
 Poor fluency and precision of expression.  
 Poor personal response.

**MARKING SCHEME SUMMARY****SECTION 1: READING****40 MARKS**

Q.1	b.c. ex 10
Q.2	b.c. ex 10
Q.3	b.c. ex 20

**SECTION 2: PERSONAL WRITING****b.c. 70 MARKS**

also	Content	20
	Structure	15
	Expression	30
	Mechanics	5

**SECTION 3: FUNCTIONAL WRITING****b.c. 30 MARKS**

also	Content	8
	Structure	7
	Expression	12
	Mechanics	3

**SECTION 4: MEDIA STUDIES****40 MARKS**

Q.1	b.c. ex 10
Q.2	b.c. ex 15
Q.3	b.c. ex 15

**TSAL 2003 Béarla 1****MARKING GRID**

Total	180	70	40	30	20	15	12	10	8	5
A	153	59	34	25	17	13	10	8	7	5
B	126	49	28	21	14	10	8	7	6	4
C	99	38	22	16	11	8	7	5	4	3
D	72	28	16	12	8	6	5	4	3	2
E	45	17	10	7	5	4	4	2	2	1
F	18	7	4	3	2	2	3	1	1	1
N/G	0-17	0-6	0-3	0-2	0-1	0-1	0-2	0	0	0

**Standard Breakdown**

Writing:	Personal	Functional
Content	20	8
Structure	15	7
Expression	30	12
Mechanics	5	3

**Modified Breakdown**

Writing:	Personal	Functional	R.A. Scripts
Content	20	8	Assess
Structure	15	7	Assess
Expression	30	12	Assess
<del>(Mechanics)</del>	<del>(5)</del>	<del>(3)</del>	Do not assess
TOTALS	65	27	
<i>Remember to apply the conversion formula</i>			

**NOTE****Reasonable Accommodations**

Candidates presenting for examination with the aid of a scribe, a tape-recorder or a spell check enabled word processor and other candidates who have been granted an exemption in accordance with circular S70/00 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. It should be used to corroborate the results of the impression marking system applied as per directions earlier on pages 4 and 8. It will apply as follows:

<b>Writing:</b>	<b>Personal</b>	<b>Functional</b>	<b>R.A. Scripts</b>
<b>Content</b>	<b>20</b>	<b>8</b>	<b>Assess</b>
<b>Structure</b>	<b>15</b>	<b>7</b>	<b>Assess</b>
<b>Expression</b>	<b>30</b>	<b>12</b>	<b>Assess</b>
<b>(Mechanics)</b>	<b>(5)</b>	<b>(3)</b>	<b>Do not assess</b>
<b>TOTALS</b>	<b>65</b>	<b>27</b>	

The modified marking scheme will apply expressly to section 2 (Personal Writing) and section 3 (Functional Writing) on Paper 1. Thus, following application of the conversion formula, below, the relevant sections will have been marked out of 70 & 30 respectively. It should also be taken into consideration in the marking of sections 1 (Reading) and 4 (Media Studies) by consideration of the combined criteria of content, structure and expression while leaving aside consideration of the mechanics category. It will also apply to the impression marks ex 40, 70, 30 & 40 respectively by consideration of the combined criteria.

**Conversion formula**

With reasonable accommodations scripts correctly identified for marking with the modified marking scheme, follow this procedure:

Mark the script as usual.

In section 2 (Personal Writing) and section 3 (Functional Writing) mark first by impression, applying the combined criteria. Then apply the modified marking scheme, above.

In section 2 calculate the total ex 65

then convert your answer to ex 70

In section 3 calculate the total ex 27

then convert your answer to ex 30

**Please see next page for worked examples**

**Worked example 1**

Candidate achieves 59(Y) marks out of 65 for Personal Writing

Thus  $X = (59 \times 70) / 65$   
 $X = 64$  (rounded)

<b>Formula <math>X = (Y \times 70) / 65</math></b>
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**The ring total mark for this section is 64 ex 70**

**Worked example 2**

Candidate achieves 15 (Y) marks out of 27

Thus  $X = (15 \times 30) / 27$   
 $X = 17$  (rounded)

<b>Formula <math>X = (Y \times 30) / 27</math></b>
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**The ring total mark for this section is 17 ex 3**