



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

Marking Scheme

English

Foundation Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

A. Find answers to the following questions:

1. **Who was the Victorian age named after?** (5)
Queen Victoria (x5)
2. **What age did children start work at?** (5)
At the age of five (x5)
3. **What did children write on in school?** (5)
They wrote on slates in school (x5)
4. **What line was given as a punishment?** (5)
School days are the happiest days of my life (x5)

B. 1. What work did boys do in Victorian times? (10)

- Boys went to sea as boy sailors.
- Boys swept roads clean of horse dung and rubbish left by the horses that pulled carts and carriages
- They worked in factories, at home, in farms, in coal mines.

Accept candidate's own response in the context of
Parts 2 and 3.

(0-5) ex impression

2. What work did girls do in Victorian times?

- Girls went into service as house-maids.
- They worked in factories, at home, in farms, they sold flowers, matches and ribbons.

Accept candidate's own response in the context of
Parts 2 and 3.

(0-5) ex impression

C What kind of street games did children play? (10)

They played:

- Hoops, marbles, skipping rope
- Chasing games such as tag
- They played catch with balls
- They played hopscotch

(4+3+3)

Any **three** of the above

D. Were girls and boys treated the same in Victorian times? (10)

Give reasons for your answer.

Yes/No 2 marks

Reasons (0-8 ex impression)

Possible reasons: Yes because

- They all had to work
- They all started work at an early age
- They had to work hard and did not have much.
- They were all treated badly in school

No because

- Boys did different jobs such as becoming sailors or joining the army or cleaning the streets
- Girls stayed at home or they went into services
- They also did different subjects at school
- Girls learned cooking and sewing to prepare them for motherhood and housework
- Boys learned woodwork, maths and technical drawing.

E Do you think life for a child in Victorian times was interesting OR difficult? Give reasons for your answer. (10)

Choice 2marks

Reasons (0-8) ex impression

Possible responses:

Interesting:

- They got to start work when they were young
- They got to do interesting jobs that children don't normally do
- They were more independent
- They got to go out and play on the streets all the time
- They didn't have to do exams or lots of written work
- Boys could join the army or become sailors when they were young
- They got to play interesting games.

Difficult:

- They had to start work at five years of age
- They did not have much money
- The jobs they did were hard and boring
- School was strict and they didn't get to do many subjects
- There was no TV, central heating, cars or entertainments.

(Mark 0-8 ex impression) Expect **2 well developed** responses for full marks.

Write about one page on **ONE** of the following topics:

PICK ONLY ONE TOPIC

- A. My favourite place
- B. Late home
- C. The best prize ever!
- D. **Parent:** *You're not going out looking like that!*
Child: *That's not fair, everyone else is allowed ...*

Write the rest of this conversation.

- E. My best friend
- F. If I could travel back in time ...
- G. *When I heard the door open, I knew I'd been caught ...*

Continue this story.

- H. School

Evaluate, by impression, bearing in mind the following equally weighted aspects of the composition:

- 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 ease and effect?

F **E** **D** **C** **B** **A**
6» **15»** **24»** **33»** **42»** **51»**

ANSWER EITHER A OR B

- A. Your school principal is running a competition for the best class in the school. The winning class can go on a trip to any country in the world. You have been asked to give a **talk** to your class to encourage them to win this prize.

Write the talk you would give to your class. In your talk you should:

- Name the country the class would like to go on a trip to
- Describe some of the things you could do in this country
- Give some advice on how the class should behave to win the competition
- Suggest some extra activities the class could do to make sure they win.

Expect speech format:Reward equally:

- Appropriate greeting/opening statement
- Appropriate tone
- Description of destination
- Appropriate conclusion encouraging or advising.

OR

- B. You have just had an argument with your best friend. Now your friend will not talk to you. You have decided to write a letter to him or her to explain what happened and how you feel.

Write the letter to your friend.

In your letter you should:

- Describe what happened to cause the argument
- Explain how you feel about falling out with them
- Suggest some ways the argument can be sorted out
- Remind your friend of how important they are to you.

Expect letter format:Reward equally:

- Register appropriate to informal letter
- Factual descriptions of cause of argument
- Personal response in relation to value of friendship
- Personal approach to solving problem.

Candidates are expected to follow the instructions for full marks.

Evaluate using the full range of marks.

F	E	D	C	B	A
6»	15»	24»	33»	42»	51»

Answer **ANY THREE** of the Sections 4, 5, 6 and 7 which follow.

SECTION 4:

FICTION

[60]

- A. 1. Where was Zac when Spencer called to his house? (5)**
Zac was upstairs/in his bedroom/in his room.
(x 5marks)
- 2. What was Zac wearing? (5)**
Zac was wearing a huge blue shirt, baggy white trousers and massive trainers with a huge flap and no laces.
(2+2+1)
- B. What impression do you get of Zac? (10)**
Give reasons for your answer.

Possible answers:

- I think Zac is stupid, silly because he is wearing clothes that look stupid.
- I think he is silly acting the way he does just to get a girlfriend.
Etc.
- I think Zac is a normal teenager and wants to try out new styles.
- I think he is normal because he wants to look good to get a girlfriend and to fit in with everyone else.
Etc.

(Mark 0-10 ex impression, expecting a least 2 reasons for full marks.)

Accept any well developed response in the context of the extract for full marks.

- C. “I’m going to stay exactly as I am now ...” (10)**
Do you think that Spencer will change his mind?
Give reasons for your answer.

Mark ex impression (0-10 marks)

Possible answers:

Yes, I think Spencer will change his mind. He is younger than Zac and I think when he is 13 he will start to experiment with clothes and want a girlfriend like Zac. I don’t think he really means what he says about not telling a girl he meets where he lives.

No, I don’t think Spencer will change his mind as he really is not impressed by Zac and his new look. He really can’t understand why he wants a girlfriend and he is trying not to laugh at Zac when he sees

him in his new style of clothes.

(Marks 0-10 ex impression, expecting at least 2 reasons for full marks.)

Accept also a well developed response for full marks.

D. Write about ten lines of the conversation that you think took place between Zac and Spencer the next time they met. (10)

Mark ex impression (0-10 marks)

Candidates are free to include any details of the meeting or use this as a starting point for the conversation. Allow for an imaginative response. Expect conversation format for full marks.

E. Think about a Novel or Short Story you have studied: (20)

Name the Novel or Short Story (x 2 marks)

Describe a problem a character faced (0-8 marks)

- Description should include detailed information about the problem, including cause of the problem. Candidates are free to choose any part of the novel or short story or provide an overview of a problem faced by a character throughout the course of the novel or short story.

Did you like the character? Give reasons for your answer. (0-10 marks)

- Mark ex impression expecting the candidates to focus their response on the aspects of the character that they either liked or disliked. Expect a personal response based on either the actions or attributes of the chosen character rather than a simple character description for full marks.

- A. 1. **Which teacher *isn't nice*?** (5)
Mrs Price
(x 5 marks)
2. **Who is the headteacher?** (5)
Mrs Meacher
(x 5 marks)
- B. 1. **What is Mrs Page compared to?** (5)
An elephant (in a cage)
(x 5 marks)
2. **How does the poet feel about the headteacher?** (5)
She is a most delightful creature.
Accept also candidate's own interpretation of this phrase.
- C. **Do you think that *Classroom Creatures* is a good title for this poem?** (10)
Give reasons for your answer

Yes/no (2 marks)

Reasons (2x4 marks)

Also accept one well developed reason for full marks.

Possible answers:

It is a good name because all of the teachers in the poem are compared to animals and this makes the class room sound like a zoo.

The teachers spend all of their lives in the classroom like the animals in the zoo.

It is not a good name because people would not think the poem is about school and teachers. They would expect it to be about a zoo or a place for animals.

- D **Choose one description of a teacher from the poem. Describe what you think it would be like to be in their classroom.** (10)

(Marks 0-10 ex impression)

Allow for an imaginative response based on the chosen description in the poem.

E. Think about a POEM you have studied that describes a Person: (20)

Name the poem and the poet (2 x 1 mark)

Describe what the person is like (0-8 marks)

Mark ex impression expecting the candidate to provide a focus on the question asked: Description of the person in the poem

What words or phrases in the poem make it easy for you to imagine this person? (0-10 marks)

Mark ex impression expecting the candidate to provide relevant reference from the poem.

Reference may include: Quotes from the poem, reference to theme or specific part of poem, reference or quotation of words used etc.

Candidates must choose a poem that describes a Person.

- A. 1. **What does Mum tell Gretel about how she looks?** (5)
She tells her she looks nice.
2. **Why is Dad not happy when he sees Gretel leaving?** (5)
Dad thinks Gretel has too much make up on.
- B. 1. **Why is Dad angry with Margaret?** (5)
Dad is angry with Margaret because she is taking Gretel's side in the argument.
2. **Do you think Margaret stands up for Gretel?** (5)
No, because she agrees with Dad and tells Gretel her make up is a bit overdone
- C. **What impression do you get of the family in this extract?**
Give reasons for your answer (10)
Mark (0-10) ex impression

Possible answers:

- I don't think the family get on well together. When Margaret tries to stand up for Gretel, she changes her mind when Dad gets angry. This tells me that Dad gets angry a lot and everyone is afraid of him.
- Gretel has to try and leave before her Dad sees her make up and clothes so she is afraid of him. Mum doesn't stand up to Dad. Dad is happy when Margaret agrees with him at the end. Mum has to make sure he has something nice for dinner. Etc.
- I think the family is a normal family. Gretel is a teenager and all teenagers wear clothes and make up that parents don't like. Dad could be worried about her going out to meet a boy and thinks that Mum is not being careful enough.
- Dad is glad when Mum agrees with him and shows that she is worried too.
- Gretel is being rude by slamming the door and answering back; so it is Dad who is acting in a normal way when she does this. Etc.

D. Imagine this scene is to be filmed for TV: (10)

Describe what Gretel should wear

(x2 marks) Description should be in context of scene.

Describe the tone of voice Gretel should use when she speaks to Dad

(x2 marks) Tone should be clearly stated.

Describe how Dad should act after Gretel leaves the house.

(marks 0-6 ex impression)

Actions described should be in context of final section of the scene.

E. Think about a Play or Film you have studied. (20)

Name the play or film.

(x 2 marks)

Name a character who did not get on with other people in the play or film.

(x2 marks)

Explain why this character did not get on with other people.

(mark ex impression 0-10)

Expect detailed explanation based on factual evidence from the play or film. The candidate must focus the response on the reasons why the character did not get on with other people.

Describe what happened to this character at the end of the play or film

(mark ex impression 0-6)

Expect candidates to provide a **full account** of the events relating to this character at the end of the play or film.

Look carefully at the advertisement on Page 2 of Paper X

A. 1. **What company asked for help to send trees to Africa?** (5)
Kellog's (x 5 marks)

2. **How many tree saplings were sent?** (5)
579,800 (x 5 marks)

3. **Name five countries the trees were sent to.**

- Tanzania
- Malawi
- Rwanda
- Kenya
- Zimbabwe
- Burkina Faso
- Uganda

(Marks 5 x 1 each - any 5 from above list) (5)

4. **What is the name of the charity involved with this project?** (5)
Bothar (x 5 marks)

B. 1. **What slogan is used by Bothar?** (5)
Helping people to help themselves (x 5 marks)

2. **According to the advertisement what can a single tree provide?** (5)

A single tree can provide everything from fodder and fencing, to shelter, fruit and firewood.

(x 5 marks)

Accept also the candidate's own interpretation of this.

C 1. **Describe the images used in the advertisement.** (5)

Mark ex impression (0-5)

Candidates are expected to provide a **factual** description of the images.

2. **Where do you think this advertisement might be placed? (5)**
Give a reason for your answer.

(Location x 2 marks)

(Reason x 3 marks)

Expect candidates to provide some awareness of target audience in their reason for the location chosen.

- D Look carefully at the advertisement on Page 2 of Paper X**
Do you think that Rebecca's story would encourage people to help this charity? Give reasons for your answer. (10)

Yes/No x 2 marks

Reasons (0 – 8 marks ex impression)

Expect a fully developed response for full marks.

Possible answers:

Yes I think it would encourage people to help this charity because when you read Rebecca's story you can see how the charity has helped make a difference to her life and the lives of the family. You can see how the money has been spent. Etc.

No, I don't think it would encourage people to help this charity because they might not agree with how the money is being spent. Etc.

- E. You have been asked to make the advertisement on Page 2 of Paper X into a television advertisement. (10)**

- **Describe the people and places you would film for this advertisement.**

People and places (0-5 marks)

- **Describe what music you might use for this advertisement.**

Music (0-2 marks)

- **What time of the day would you put this advertisement on television? Give a reason for your answer.**

Time (1 mark)

Reason (0-2 marks)

Expect reason to have relevance to the type of advertisement and target audience.

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.

