

**JUNIOR CERTIFICATE  
ENGLISH**

ORDINARY LEVEL

2005

**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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|          |   |   |          |
|----------|---|---|----------|
| <b>A</b> | 1 | Eating as we once knew and enjoyed it       | <b>5</b> |
|          | 2 | Average lunch break is under thirty minutes | <b>5</b> |
|          | 3 | The owners of takeaways                     | <b>5</b> |
|          | 4 | Cars, lifts                                 | <b>5</b> |

**B** What we discover about people's eating habits if we drive along any country road.

- Eating in cars
- Eating in the countryside
- Late at night
- Quickly ('partly chewed remains of instant food')
- Type of food – takeaway / throw away

**Two** or more examples **x10**

**C** Explanation of any **TWO** of the following

|   |  |           |
|---|--|-----------|
| 1 | Moving diners (paragraph 1)                            |           |
| 2 | The lorry <i>they are stuck behind</i> (paragraph 2)   |           |
| 3 | She began <i>tucking into a sandwich</i> (paragraph 2) |           |
| 4 | "sink-eating" (paragraph 3)                            | (2x5)     |
|   |  | <b>10</b> |

**D** Choice of **MAIN IDEA** (2)  
**TWO** reasons (2x4)  
**10**

**E** Selection - teenager or older person (2)  
Two or more reasons (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 to the Editor of a Newspaper

Candidates must state that they **disagree** with the article “Sink-Eating”.

Candidates must disagree coherently throughout the letter while promoting their **own** point of view.

**OR**

#### B Speech: For or Against

*“All soft drinks machines should be banned in schools”.*

Candidates must state and coherently argue whether they are *for* or *against* the motion.

Candidates must present more than one reason for their point of view.

If no speech written but points listed indicate thought about motion, audience and order of presentation (subject matter / tone / structure), reward the candidate’s efforts.

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Make a confident evaluation using the full range of marks.

|                        |           |            |            |            |            |            |
|------------------------|-----------|------------|------------|------------|------------|------------|
| <b>THINK GRADES</b>    | <b>F</b>  | <b>E</b>   | <b>D</b>   | <b>C</b>   | <b>B</b>   | <b>A</b>   |
| <b>Think Candidate</b> | <b>6▶</b> | <b>15▶</b> | <b>24▶</b> | <b>33▶</b> | <b>42▶</b> | <b>51▶</b> |

## 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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|          |   |   |           |
|----------|---|---|-----------|
| <b>A</b> | 1 | On the streets of St. Louis, Missouri, U.S.A.   | <b>5</b>  |
|          | 2 | 'If you come with me, I'll teach you how to fly and we'll both end up millionaires'.                                | <b>5</b>  |
|          | 3 | Answer to his prayers / he had the gift.  | <b>5</b>  |
|          | 4 | Uncle, willing to let Walter go without a penny changing hands.   | <b>5</b>  |
| <b>B</b> |   | Realised he was not a 'Saturday night drunk':   |           |
|          |   | • Yehudi had been watching Walter for a week.   |           |
|          |   | • Yehudi had a long conversation –made 'arrangements', with Walter's aunt and uncle for Walter to leave their care. | (x10)     |
|          |   |   | <b>10</b> |
| <b>C</b> |   | Yes / No  | (2)       |
|          |   | Two or more reasons   | (x8)      |
|          |   |   | <b>10</b> |
| <b>D</b> |   | <b>NOVEL or SHORT STORY</b>   |           |
|          |   | Name of novel / short story   | (2)       |
|          |   | Select a heading  | (2)       |
|          |   | Description of selected event   | (x16)     |
|          |   |   | <b>20</b> |

**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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|          |  |           |
|----------|--|-----------|
| <b>A</b> | (i) From the west  | <b>5</b>  |
|          | (ii) A madman chasing nothing  | <b>5</b>  |
| <b>B</b> | (i) They scream in delight   | <b>5</b>  |
|          | (ii) They dart about in and out madly  | <b>5</b>  |
| <b>C</b> | Selection  | (2)       |
|          | Two or more reasons for answer   | (x8)      |
|          |  | <b>10</b> |
| <b>D</b> | Selection of line best depicting the wind's speed  | (2)       |
|          | Two or more reasons for answer   | (x8)      |
|          |  | <b>10</b> |
| <b>E</b> | Name poem and poet   | (2)       |
|          | What the poem is about   | (x8)      |
|          | What is <b>special</b> about the exciting person or event which makes you <b>remember</b> it so well | (x10)     |
|          |  | <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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**A** Yes / No (2)  
Reasons for answer (x8)  
**10**

**B** Description of Joe’s character (4)  
Support for this opinion – say and do (6)  
**10**

**C** Selection of tone of voice (2)  
Reasons for choice (x8)  
**10**

**D** **Imagine Scene “Marriage Announcement”**  
- dialogue format  
(about 10 lines)  
**10**

**E** Name **Play** or **Film** (2)

- What exactly happened (6)
- How character **ONE** behaved (6)
- What makes you remember the chosen scene (6)

**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 = 3  
B = 6  
C = 4  
D = 1  
E = 5  
F = 2 (5x2)  
**10**

**B** Select the funniest cartoon (2)  
Two or more reasons for answer (x8)  
**10**

**C** Suitable caption **relevant** to cartoon **G** (x10)  
**10**

**D** Select cartoon (2)  
Two or more reasons for answer (x8)  
**10**

**E** Headline for local newspaper (4)

### **Description of accident**

Description must be relevant to cartoon 3 on page 4 of **Paper X**

Should include

- What happened?
- Who was involved?
- How / Why?
- Where?
- When?

(x16)  
**20**



