



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

English

Ordinary 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.

Section 1	READING	60 Marks
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Find answers to the following:

- A**
- 1 What is the name of the documentary about the escaped lioness? 5**
'Fortune's Wheel' is the name of the documentary.
- 2 What film was being shown in the cinema on the night the lioness escaped? 5**
'Jungle Stampede' was the name of the film on that night.
- 3 Who was the reporter in the documentary? 5**
 John Ross was the reporter in the documentary.
- 4 What was the lion tamer's name? 5**
 Bill Stephens owned the lioness.

- B What job was Andy Massey doing when the lioness hit him in the back? 10**
- He was an apprentice mechanic.
 - He had rolled a tyre on the road.
 - He had placed the tyre down and was about to put air into it.
 - He was putting air into a tyre.
- (Imp.Ex10)

- C What do you think the mood would have been like when the lioness was shot? Give reasons for your answer. 10**
- The mood might have been tense and quiet.
 - People might feel nervous
 - People might be in shock
 - Frightening / shocking
 - People might be relieved.
 - Bill Stephens might feel sad.
 - Etc.

Expect at least two developed reasons for full marks. (Imp.Ex10)

- D Explain any TWO of the following in your own words:**
- 1. ... one of the most intriguing stories... 10**
 A very fascinating story / a story that makes you think a lot.
- 2. ... a straggly queue was beginning to form... 5**
 People started to line up but the line was crooked.
- 3. ... cornered the lioness ... 5**
 The lioness was trapped in and couldn't escape.
- 4. ... half-blind with rage ... 5**
 The lioness was so angry, she couldn't see properly.
- Expect candidates to explain two of the phrases in their own words. Reward clarity and accuracy.
(2 x Imp. Ex 5)

E Based on what you have read in the passage, which one of the following words do you think best describes Bill Stephens?

Courageous or Foolish

Give reasons for your answer.

10

Candidates are free to nominate either adjective. Candidates must give at least two developed reasons for full marks.

Courageous

- He wasn't afraid to get the lioness off Andy Massey
- He didn't want the Gardaí to shoot it.
- He acted on his own.
- He cornered the lioness in a field.
- Etc.

Foolish

- The lioness had been able to escape.
- Shouldn't be keeping a lioness in a populated area
- He didn't realise how angry the lioness had become.
- He got injured
- Etc.

2+(Imp.Ex 8)

Write a composition on ONE of the following topics.

A A Relative of Mine I Admire

B The Beast

C *I felt something hit me in the back...*

Write a composition which includes the above sentence.

D My Neighbourhood

E A Misunderstanding

F Anne: *It's awfully quiet, no lights on, nothing!*

Joe: *But I'm sure this is the address she gave me.*

Write a story that includes the above conversation.

G Write a story that includes both of the following elements:

- A visitor
and
- Some unexpected news.

H Escape

Remember that this task is one of composition. Candidates compose

- microstructures (phrases, sentences etc.)
And
- macrostructures (paragraphs, links, a coherent unit etc.)

Evaluate bearing in mind the following equally weighted aspects of the composition and the mark grid below.

- 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 some ease and effect?
- Are the ideas explored fresh or original?
- Is the response creative?

Total	Excellent	Very Good	Good	Fair	Poor		
60	51 – 60	42 – 50	33 – 41	24 – 32	0 - 23		
Grade	A	B	C	D	E	F	NG

Answer ONE of the following, EITHER A OR B.

A You would like to get some work experience in a local pet shop. Write a letter applying to the shop owner for a part-time job.

In the letter you should:

- **Introduce yourself to the shop owner**
- **Explain why you would like to work in a pet shop**
- **Describe some of the skills you have that you think will be useful while on working in the pet shop.**

The letter should be written in the appropriate tone and format indicating an understanding of the elements of letter writing. The letter should address each of the tasks identified in the exercise.

Award marks for evidence of thought about

- Composition
- Register.

Evaluate using the full range of marks in the grid below. Reward focus on task, clarity, coherence and accuracy.

OR

B Your recent school trip has been the best one that you have ever experienced. You have been asked to write a report about it for the school newsletter.

In your report you should:

- **Say where you went on the school trip**
- **Explain why it was the best school trip that you have ever experienced**
- **Describe how you felt when you got home after the trip.**

The report should be written in the appropriate register and format indicating an understanding of the elements of report writing. The report should address each of the tasks identified in the exercise.

Award marks for evidence of thought about

- Composition
- Register.

Evaluate using the full range of marks in the grid below. Reward focus on task, clarity, coherence and accuracy.

Total	Excellent	Very Good	Good	Fair	Poor		
60	51 – 60	42 – 50	33 – 41	24 – 32	0 - 23		
Grade	A	B	C	D	E	F	NG

Section 4	POETRY	60 Marks
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A 1. In stanza 1, what is the tiger doing? 5
 She stalks a steel branched jungle / She paces concrete grass / The tiger is pacing in the cage.

2. In stanza 2, what can the tiger see when she looks out of her cage? 5
 The tiger can see the horizon / the city's drizzle / the mountains.

B What do you think the poet is dreaming about in stanza 4? Explain your answer. 10
 Allow a variety of responses. Expect a detailed explanation for response.

- Freedom
- A better life for the tiger
- Her own life
- A past life
- The countryside
- Etc.

(Imp. Ex10)

C Do you think that the tiger in the poem is happy? Give reasons for your answer. 10

The tiger is happy –

- The tiger can see the horizon.
- The tiger imagines she is hunting.
- The zoo is the tiger's world.
- The tiger is provided for in the zoo.
- Safe from other predators.
- Etc.

The tiger is not happy –

- The tiger is in a cage.
- The tiger can see but cannot get to the mountains.
- The tiger can only imagine hunting.
- This is a form of torture.
- Tiger's natural habitat is in the wild.
- Etc.

2+(Imp.Ex8)

D Do you like the way the poet uses descriptive images in this poem? Explain your answer. 10

Candidates are free to agree or disagree offering an explanation for their views

Yes –

- Clever images of imprisonment
- Clever use of Contrast
- Ghostly images are original
- Etc.

No-

- Don't like the cruel world depicted in the poem
- Find images too confusing
- Etc.

2 + (Imp. Ex 8)

E Choose another poem you have studied that had very descriptive images.

- **Name the poem and the poet.** (2)
Expect both to be identified.
- **In your view, what was the best image in the poem?**
Give a reason for your answer.
Nomination of image – by quote or reference.
Reason for choice. (Imp. Ex10)
- **Did you like the poem you have chosen?**
Give a reason for your answer.
Expect a clear choice with clear reason given.
Reward focus on task, coherence, clarity, accuracy and good expression. (Imp. Ex 8)

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**YOU MUST ANSWER ANY TWO OF THE FOLLOWING
SECTIONS 5, 6, AND 7.**

Section 5	FICTION	60 Marks
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- A**
1. **What made Meg go to the window?** **5**
 She heard Oscar tapping on the window.
 Expect close reference to the text.
 2. **What was the first thing Meg noticed when she pulled the window open?** **5**
 She noticed the sweet cinnamon smell.
- B**
- From your reading of this passage, what impression do you get of Meg? Give reasons for your answer.** **10**
- Good friends with Oscar
 - Loyal friend
 - Tries to avoid trouble
 - Sensitive
 - Willing to change / doesn't like change
 - Impressed by her parents
 - Etc.
- Expect close reference to the text. (Imp. Ex 10)
- C**
- Sarah Moore Fitzgerald is a very descriptive writer. Which paragraph in the above extract would you choose to prove this? Explain your answer.** **10**
- Candidates are free to choose any paragraph from the passage. Responses should focus on the writer's use of descriptive language. Candidates do not have to deal with technical aspects of language. Reward well developed answers with close reference to the text. 2+ (Imp. Ex 8)
- D**
- Imagine you are Meg. You have been in New Zealand for a week. Write an email to Oscar thanking him for the apple tart and explaining to him the effect it had on your family. Your answer should be based on what you have read in the passage.** **10**
- Reward developed answers with close reference to the text. Reward focus on task, clarity, coherence and good expression. The response should include thanks to Oscar.
- The tart gave them all comfort
 - The tart brought them together as a family
 - The tart defused the tension
 - It made Meg realise that friendship would endure
 - Etc.
- (Imp. Ex. 10)

- E** **Name a NOVEL or SHORT STORY you have studied where a character changes in some way.** (2)
- **Describe what the character is like before he or she changes.**
Expect candidates to clearly identify some aspect / aspects of the chosen character's nature.
Ideas may be supported by evidence of the character's actions / behaviour. (Imp. Ex 6)
 - **Why do you think he or she changes?**
Candidates should give a clearly explained reason for the change in the character. (Imp. Ex 6)
 - **Do you prefer the character before or after he or she changes?**
Give reasons for your answer.
Candidates are free to choose the character at either point in the story. They must give a reason for their choice. (Imp. Ex. 6)

20

A From your reading of this extract, do you think Brendan will like Sheila's idea to turn their garage into a hair salon? 10

Give reasons for your answer.

Candidates are free to answer yes or no. They must develop their point of view using the passage as support.

Yes –

- They need money if he can't get a job.
- He'll be pleased that Michael has a job.
- Etc.

No –

- He doesn't want the house to be changed.
- He doesn't like not being involved in the decision.
- It is clearly causing a divide in the family.
- He wasn't consulted.
- Etc.

Expect close reference to the text.

2+ (Imp. Ex8)

B In your view, which one of the following words best describes the mood in this scene?

Tense or Funny

Give reasons for your answer.

10

Candidates are free to choose either adjective. They must develop their point of view giving reasons for their answer.

Tense

- Brendan doesn't know what's going on.
- Mary doesn't like what's going on.
- Michael is nervous.
- It is clearly causing conflict.
- Etc.

Funny

- Brendan doesn't know what's going on.
- There's a toilet in the hallway.
- The walls have been broken down.
- The chaos / physical scene is farcical.
- Etc.

2+ (Imp. Ex8)

C Imagine that this scene is going to be performed on stage.

Suggest two sound effects that could be used to make the scene more interesting.

Give reasons for your suggestions.

10

Expect close reference to the text, rewarding interpretation of character and / or plot. Candidates should suggest two sound effects and give a reason for each of their suggestions.

- Builders banging, whistling, swearing
- A radio playing
- The sound of something collapsing
- Realistic
- Adds to comedy
- Adds to tension
- Etc.

(Imp. Ex 10)

D Imagine that this scene is going to be performed on stage.
What do you think the actor playing the part of Brendan should do when he says the following lines?

“The wall! The whole lounge wall has been... look, the bricks are all... ! Sheila, the lounge wall...”

Give reasons for your answer.

10

Expect candidates to make suggestions for the actor – suggestions could include reference to:

- Movements
- Gestures
- Expressions
- Stress on lines
- Etc.

Expect close reference to the text, rewarding personal engagement with any of the following –

- Plot
- Character
- Mood / atmosphere
- Etc.

(Imp. Ex10)

E Name a **PLAY** or **FILM** you have studied which has a strong mood.

Name of play or film.

(2)

- **Describe a moment from the play or film where a strong mood is created.**

Expect a clear description of what happens in the scene.

(Imp. Ex. 6)

- **Did this mood add to, or take away from, your enjoyment of the moment?**

Give a reason for your answer.

Candidates are free to choose either option. They should offer an explanation as to whether the mood adds to or takes from enjoying the scene, giving reasons for their views.

(Imp. Ex. 6)

- **Would you recommend this play or film to your friends?**

Give a reason for your answer.

Candidates may or may not wish to recommend the play or film to friends. They must give a reason for their advice.

(Imp. Ex.6)

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Section 7	MEDIA STUDIES	60 Marks
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A Study the ‘Welcome’ section on the flyer on Page 3 of Paper X.

- (i) **Identify an activity you could do at one of the festival’s workshops.** **5**
 Activities include screen printing, book illustrating, film-making.
- (ii) **Who is going to open the festival?** **5**
 Clara Murray (from RTE) will open the festival.

B The picture on Page 2 of Paper X is taken from the children’s film *Inside Out*. Do you think it is a good picture to use in this flyer? Give reasons for your answer. **10**
 Expect a clear explanation and reward reference to the brochure.

Yes –

- It is bright and colourful.
- The cartoon characters will appeal to children.
- *Inside Out* was a popular film.
- They look funny.
- Etc.

No –

- The name of the film is hard to see.
- Some people might not think the film was suitable for young children.
- People might think the festival is only about one film.
- Don’t like cartoons
- Etc.

2+ (Imp. Ex. 8)

- C (i) Suggest a slogan that could be used in this flyer to encourage people to attend the family festival.** **5**
 Expect a variety of responses. Reward composition, register and awareness of target audience. (Imp. Ex. 5)

- (ii) **Why do you think your chosen slogan would encourage people to attend the family festival?** **5**
 Reward focused response that gives a reason why the slogan would encourage people to attend the festival. (Imp. Ex. 5)

- D (i) Based on your knowledge of Media Studies, suggest another good way to advertise this family festival.** **5**
 Expect a variety of responses. Candidates are free to suggest a range of alternative media.

- (ii) **Why do you think it would be a good way to advertise this festival?** **5**
 Reward clearly composed answers that give a reason why this medium would be suitable. (Imp. Ex. 5)

E Read ‘Blurb 1’ for *Operation Arctic* and ‘Blurb 2’ for *Inside Out* on Page 3 of Paper X.
Imagine you have been asked to write a similar blurb for another film to appear on the flyer.

- **Give your film a title. (The film can be real or imaginary.)**
Film title (Can be real or imaginary) (2)
- **What image would you use to accompany the blurb for this film?**
Give a reason for your answer.
Expect a variety of responses. Description of image. Reason for chosen image.
(Imp. Ex 8)
- **Write the text of the blurb for the film you have suggested.**
Candidates are free to model their blurb on those given in the source. Better responses will give the reader a sense of what the film is about and have a sense of encouraging viewers to the film.
(Imp. Ex 10)

20

REASONABLE ACCOMMODATION.

Candidates granted a spelling and punctuation waiver / use of a scribe / use of a laptop (spell-check enabled) 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. A candidate who has been granted a spelling and punctuation waiver does not have his / her spelling and punctuation considered when marks are being awarded.