



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

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.

Find answers to the following:

A **1** ***What was Mr Perutka’s job?*** **5**

Mr Perutka was a carpenter.

2 ***Where was the teahouse?*** **5**

The teahouse was in the back garden.

3 ***Where did the author go to swim and to fish?*** **5**

The author used to swim in the little stream that ran through the village.

4 ***Why was it impossible to travel by bus or car during the winter?*** **5**

The snow would block all the roads.

B ***In paragraphs 2 and 3, what evidence is there that the author enjoyed the summer in his home village?***

Allow a variety of approaches, allowing breadth and/or depth. Reward clear and coherent answers that refer to the evidence in the passage.

The evidence that the author enjoyed summer time includes: –

- His mother would make ice-cream
- His cousins would come to stay
- He would go fishing and swimming
- He would play football
- The man who looked after the cows would make him whistles
- He describes his village as ‘idyllic’
- He says it was a ‘paradise’
- He says ‘thanks to the warm weather’
- Etc.

Imp. Ex 10

C ***Explain any TWO of the following in your own words:***

1 ***“...he folded iron like it was pastry...”***

This means the blacksmith was able to work the iron with ease etc.

2 ***“...making me realise ... what a paradise surrounded me.”***

This means that the writer believed that his home village was perfect, like heaven.

3 ***“...excitedly ambushing my mother at the door...”***

This means that the children surprised the author's mother, catching her unawares.

4 ***“...the snow served as a sort of muffler against noise ...”***

This means that the snow quietened all the sounds of the village.

Reward accuracy and coherence. Candidates must explain **two** of the quotations in their own words. (2 x 5) = **10**

D ***Based on what the writer says in paragraph 4, would you like to visit his village in the winter? Give reasons for your answer.***

Candidates are free to choose whether or not they would like to visit the village in winter. Reward answers that clearly and coherently express a preference that is based on what the writer says in paragraph 4.

Reward statement of preference (2)

In paragraph 4 the writer makes reference to -

- The snow made everything quiet, peaceful
- The village was cut off
- The children could play with the toboggan or they could ski
- It was exciting during the winter
- It was beautiful in winter time
- Etc. (Imp. Ex 8)

10

E ***What impression do you get of the young boy in this passage? Give reasons for your answer.***

Reward answers that are clear, coherent and based on the text. Allow a variety of approaches rewarding breadth and/or depth. Some possible impressions include -

- He is energetic/adventurous – playing football
- He likes his food – he talks about the ice cream, the fish, the fruit
- He might have been a bit lonely – he looks forward to his cousins coming
- He was well off – his father was the boss, his mother got him skis and a toboggan
- He is conscious of class - his place in society as the boss's son
- He enjoyed freedom – he used to watch the blacksmith at work or go to the village stream
- Etc.

Imp. Ex 10

Write a composition on ONE of the following topics:

- Reward a candidate's basic skills and creative responses
- Reward a candidate's linguistic competence
- Reward compositional skills:
 - Remember that this task is one of composition
 - Candidates compose microstructures (phrases, sentences etc.) and macrostructures (paragraphs, links, coherent units) built on thoughts, feelings etc.

A *A Face in the Crowd*

B *The Old Photograph*

C *"It was the worst time ever to have no credit on my phone!"
Write a story which at some point includes the above sentence.*

D *A Blanket of Snow*

E *A Person I Admire*

F *It was a good lesson to learn*

G *How I like to spend my spare time*

H *Look at the photograph on Page 4 of Paper X. Write a composition based on this photograph.*

Evaluate, using the full range of marks and 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 some ease and effect?

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

- *Spelling, punctuation, sentence structure and paragraph organisation.*
- *Register, sense of audience and language appropriateness.*

Answer ONE of the following, EITHER A OR B.

A. Your friend is coming to stay with you this summer. Write an informal letter to your friend suggesting some of the activities the two of you might do during his or her visit.

In your letter you should:

- *Describe some of the activities that you have planned*
- *Explain why you think that your friend might like these activities.*

OR

B. You have been asked to give a talk to first year students, welcoming them to your school.

In your talk you should:

- *Describe some of the things that will be new to them in secondary school*
- *Give the first year students some tips to help them to settle in.*

A. Letter to friend.

Award marks for evidence of thought about:

- Appropriate content
- Appropriate register
- Layout and organisation

B. Talk to first years.

Award marks for evidence of thought about:

- Appropriate register
- Appropriate content
- Structure of talk.

Evaluate, using the full range of marks, rewarding the appropriate use of format and the creation of an appropriate register. Candidates must address both aspects of the functional task they choose (though not necessarily equally).

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

| | | |
|-----------|---------|----|
| SECTION 4 | FICTION | 60 |
|-----------|---------|----|

- A**
1. ***What was the weather like on the day Mary met the woman?*** **5**
 It was a wet day.
 Reward accuracy and clarity of expression.
2. ***Where did Mary think the woman had been standing?*** **5**
 Mary thought the woman had been standing behind a tree.
 Reward accuracy and clarity of expression.

B ***At first Mary thinks the woman she meets is old. Why does Mary think this?***

Reward clearly expressed, accurate answers that are based on the text, allowing for a variety of approaches. Some of the explanations include -

- She was wearing a dress that looked like it came from an old film
- The woman sounded like Mary's grandmother
- The woman looks like she comes from a different era to Mary
- Mary found it hard to tell what age adults were
- Etc.

Imp. ex 10

C ***Which one of the following words best describes the woman Mary meets?***

- *mysterious* • *friendly* • *lonely*

Give reasons for your answer.

Reward selection of one of above prompts. (2)

Candidates must give reasons for their choice based on the extract. Reward accuracy and clarity of expression. Some reasons include -

Mysterious:

- She seems to appear out of nowhere
- And disappear again
- Her age is difficult to discern
- How she seems to be able to read Mary's thoughts
- Etc.

Friendly:

- Her approach to Mary
- She wants to comfort the grandmother
- She praises Mary's confidence
- Etc.

Lonely:

- Her unsolicited approach
- She says she will see Mary again
- She is alone in the rain at the beginning
- Etc.

(Imp. ex 8)

10

D ***Why do you think Mary isn't more frightened of this unusual woman?***

Expect answers that are based on the text, rewarding accuracy and clarity of expression. Expect candidates to suggest reasons why Mary is not more frightened of the old woman. Reasons may be based on what the text reveals about the woman and/or Mary. Some reasons could include –

Mary:

- Her curiosity is stronger than her fear
- Mary is feeling sad about her grandmother and is comforted by meeting someone who seems to be a bit like her grandmother
- Mary is confident, young and strong
- Mary is close to home
- Etc.

The Woman:

- The woman knew her name
- The woman was friendly – asking her about her homework
- The woman seemed delighted that Mary could defend herself ('good girl yourself')
- The woman reminded Mary of her grandmother
- The woman seemed to be familiar with Mary's grandmother
- The woman was smiling
- Etc.

Imp. ex 10

E ***Name a NOVEL or SHORT STORY you have studied where something unexpected happens.*** (2)

- ***Describe what happens.*** (Imp. ex 8)

Reward accuracy, clarity of expression and coherence of answer.

- ***Did the unexpected event make the story more interesting?***

- Reward a clear statement as to whether or not the unexpected event made the story more interesting. (2)

Explain your answer.

- Expect candidates to outline at least one reason why the unexpected event did or did not make the story more interesting.
- Reward clear explanation and reference to the text studied. (Imp. ex 8)

20

Or

- For global answers, reward focus, clarity, structure and reference to the text.

Imp. ex 20

| | | |
|-----------|--------|----|
| SECTION 5 | POETRY | 60 |
|-----------|--------|----|

A **1.** *What used to be in the plastic bag?* **5**

Reward accuracy and coherence: There used to be sweets in the bag.

2. *Where was the plastic bag been lying?* **5**

Reward accuracy and coherence. The plastic bag was lying in a playground against a wall.

B *Describe two of the things the wind does in Stanza 2.*

Candidates should explain two points based on the second verse. Expect some development of these points. Reward accuracy and clarity of expression.

- It looked like the wind was combing the grass like hair, “Brushing back the hair of the grass”.
- It was trying to blow people’s coats open, “Trying to unbutton people’s coats”.
- The wind was lifting the leaves gently off the ground, “teasing the leaves as it passed”.
- Etc.

Imp. ex 10

C *In Stanza 3, which one of the following descriptions do you prefer?
Give reasons for your answer.*

*“It felt its way inside the bag
Like a hand inside a glove”* Or *“And like a puppet waking up
The plastic bag began to move.”*

Expect a clear statement of preference. (2)

Expect a developed explanation that is accurate and clearly expressed. (Imp. ex8) **10**

D **1** *In Stanza 1, describe the mood of the bag in the playground.*

Reward an accurate description that is clearly expressed. The candidate may take account of the following:

- It was “empty and lost”
- The bag was down; it was lying “flat and still”
- Sad, depressed
- Etc.

Imp. ex 5

2 *In Stanza 5, describe the mood of the bag in the sky.*

Reward an accurate description that is clearly expressed. The candidate may take account of the following:

- It was free, it “dodged” the children
- It was “high”, excited
- It was happy because it was brought to life, it was “waving”
- Etc.

Imp. ex 5

A *From your reading of this scene, what kind of person is Mrs Johnstone?*

Expect reference to the text. Expect candidates to clearly focus on Mrs Johnstone's character as revealed in the extract. Reward accuracy and clarity of expression.

Possible answers:

Mrs Johnstone is kind –

- She gives Edward the locket
- She thinks leaving is a good idea
- She tries to cheer Edward up
- Edward hasn't been frightened away by her
- Etc.

Mrs Johnstone is tough –

- She doesn't want Edward coming around
- She doesn't want the boys to be friends
- She doesn't let him see Mickey
- Etc.

Imp. ex 10

B *Based on the above extract, write the diary entry Edward might make after this conversation with Mrs Johnstone.*

Expect reference to the text, rewarding accuracy and clarity of expression. Reward narrative in the first person with appropriate register.

- He doesn't want to leave
- He will miss his friend
- Mrs Johnstone didn't let him see Mickey
- She didn't want him there
- She tried to cheer him up
- She gave him the locket
- Etc.

Imp. ex 10

C *If you were directing the beginning of this scene, what instructions would you give to the actor playing Mrs Johnstone about tone of voice and body language when she says:*

"Now listen, Eddie, I told you not to come around here again."?

Reward accuracy and clarity of expression. Expect close reference to the text to support the answer. Answers should refer to both tone of voice and body language.

Instructions might include:

- As she had ordered him not to come around she may have a stern tone of voice or a tired tone of voice.
- She might emphasise particular words, e.g. 'not'
- She might wave her finger to show she is cross or she might raise her arms to show she is fed up
- Etc.

Imp. ex. 10

D *If you were directing the end of this scene, what instructions would you give to the actor playing Mrs Johnstone about tone of voice and body language when she says:*

"Yeh. But keep it a secret, eh, Eddie? Just our secret, between you and me."?

Reward accuracy and clarity of expression. Expect close reference to the text to support the answer. Answers should refer to both tone of voice and body language.

Instructions might include –

- A hushed tone of voice or a sad tone of voice as it is a secret and because she knows he will miss Mickey
- She might emphasise particular words, e.g. ‘secret’
- She might put her finger to her mouth to show it’s a secret or she might wag her finger in warning
- Etc.

Imp. ex. 10

E *Name a PLAY or FILM you have studied in which there is a friendship between two characters.*

Reward accuracy. (2)

- *Name both of the characters.*

Reward accuracy. (2)

- *Which of the two characters did you prefer?
Give a reason for your answer.*

Reward a clear statement of personal preference with a developed explanation supported by reference to the studied text. (Imp. ex 8)

- *Do you think it is a good friendship?
Give a reason for your answer.*

Expect a developed explanation supported by reference to the studied text. (Imp. ex8) **20**

Or

For global answers, reward focus, clarity, structure and reference to the text. **Imp. ex 20**

A *Look closely at page 2 of Paper X.*

1. *What is the new website address of Fota Wildlife Park?* **5**

Reward accuracy: The address is www.fotawildlife.ie

2. *Name one other way Fota Wildlife Park uses the internet to let people know about the park.* **5**

Reward accuracy. Reference is made to the following on page 2 of Paper X:

- There is a free app available for Android and iPhone
- They are on Facebook and Twitter.

B *Do you like the way that the brochure uses images on Page 2 of Paper X? Give reasons for your answer.*

Reward a clear statement of preference. (2)

Reward a clear and developed explanation that refers to the brochure i.e.

Yes:

- The images show the animals at the park
- The images are bright and colourful
- The selection of animals is varied
- The images are arranged in an interesting way - this layout makes you pay more attention
- Etc.

No:

- The images are garish and frightening
- The cheetah looks as if he is about to attack
- Etc.

(Imp. ex 8)

10

C *Look at the slogan at the top of page 2 of Paper X.*

'A Wild Day Out'

Do you think it is a good slogan for this wildlife park?

Give reasons for your answer.

Expect a clear statement of view. (2)

Expect **two** or more reasons that are accurate and clearly expressed e.g.

- It suggests that a visit here is a day out
- It suggests it will be great fun or 'wild'
- It reminds people that the animals are 'wild'
- It reminds people that their day will be spent outdoors
- Etc. (Imp. ex 8)

10

D *Look at the text and the pictures on Page 2 and Page 3 of Paper X.*

Who do you think this brochure is aimed at?

Give reasons for your answer.

Expect a clear statement of view. E.g. it would appeal to young people/old people/families/people who are interested in wildlife/schools etc. (2)

Expect **two** or more reasons that are accurate and clearly expressed e.g.

- There are lots of animals
- There is a picture of a baby Zebra with its parent
- There is a picture of a family
- Some of the pictures are like cartoons
- The park says it has won the 'Best family Day Out' award
- Etc. (Imp. ex 8)

10

E *You have been asked to design a poster to advertise a popular tourist attraction. You may not use Fota Wildlife Park in your answer.*

•Name the tourist attraction.

(The attraction can be real or imaginary).

Reward accuracy. (2)

•Describe one image you would include on the poster and explain your choice.

Expect a clear description and a well-developed explanation. (Imp. ex 8)

•Write a slogan to use on the poster for the tourist attraction. (2)

•Explain why this would be a good slogan.

Accept an accurate, clear and well developed explanation. (Imp. ex. 8) **20**

