

**JUNIOR CERTIFICATE  
ENGLISH**

ORDINARY LEVEL

2003

**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	Human health and well-being	5	
	2	The Twentieth Century	5	
	3	Ireland spared the Industrial Revolution	5	
	4	Population growth, urbanisation and agricultural development	5	<b>20</b>
<b>B</b>		Two or more suitable explanations		<b>10</b>
<b>C</b>		<b>ANY TWO</b> acceptable explanations	5x2	<b>10</b>
<b>D</b>		Most important Step	2	
		Two or more reasons	8	
		<b>OR</b>		
		Write the two added steps	5x2	<b>10</b>
<b>E</b>		Yes / No	2	
		Two or more reasons	8	<b>10</b>

*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.

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 Picture 8 on page 4 of Paper X**

*A letter to your county council or corporation*

Three instructions required:

- describe the problem
- state your annoyance
- make suggestions for dealing with the situation

**60**

**OR**

#### **B ARGUMENT - FOR OR AGAINST**

*Over paid Footballers / Top models / Pop Stars*

Candidates need to argue totally for or totally against the argument.

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

**60**

# 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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**A** Any reasonable attempt supported by argument based on reading the text **10**

**B** Reference to two or more of the following: **10**

- Out late at night
- Attempting to commit a crime
- Dirty face
- Nobody at home
- Probably hungry
- Aged 14 or 15 he was 'frail and willow-wild'

**C** The change in our impression of Mrs Jones  
A point well developed or a few points thinly developed **10**

**D** Any explanation supported by argument based on reading of text. **10**

**E** Reference to two people 10  
Reason why friendship developed / failed 10  
**or**  
Behaviour of named character 10  
Why - surprised or upset 10

(Title plus Author only 2 marks) **20**

# 5 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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<b>A</b>	Why Hally refused to carry the kite		
	Reasonable attempt supported by reference to text (Part 2)		<b>10</b>
<b>B</b>	“The miracle happened!”		
	What the miracle refers to	5	
	Why it was a miracle	5	
			<b>10</b>
<b>C</b>	Hally’s tone of voice (Part 4)		
	A reasonable attempt to explain choice		<b>10</b>
<b>D</b>	Description of Sam’s character		
	Your opinion based on text		<b>10</b>
<b>E</b>	Play or Film	2	
	What <i>happened</i> in the scene	6	
	Which <i>characters</i> involved	6	
	What made character <i>happy or sad</i>	6	
			<b>20</b>

## 6 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>	Identify the speaker in the poem	5	<b>10</b>
	Who is he/she speaking to	5	
<b>B</b>	Any reasonable attempt to show how the speaker feels about the country he/she has been forced to leave		<b>10</b>
<b>C</b>	Stanza 6 -Why mention cat	5	<b>10</b>
	-Why mention poodle	5	
<b>D</b>	Description of speaker's feelings in Stanza 3 Words that convey this feeling		<b>10</b>
<b>E</b>	Name poem	1	<b>20</b>
	Sad or Angry	1	
	What the poem was about	9	
	Explanation how the poet made you feel this sadness or anger	9	

# 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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<b>A</b>	Best slogan selected	2	
	Explanation why it is best	8	
			<b>10</b>
<b>B</b>	Picture 6 - Identify too much packaging		<b>10</b>
	Picture 7 - Identify Recycling		<b>10</b>
<b>C</b>	Reference to- Rethink/ Reduce /Reuse /Recycle	2	
	Message from <b>each</b> (4x2)	8	
			<b>10</b>
<b>D</b>	Poster may be described in words or sketched	8	
	Ideas successfully explained (can you visualise it?)	8	
	Slogan for poster	4	
			<b>20</b>