



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

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 is the name of song that the writer can't get out of his head? 5

The song is called '*Let it go*'.

2 What film is it from? 5

The song is from the film *Frozen*.

3 What is the name of the character who sings this song? 5

The song is sung by a character called Elsa.

4 When does the author say that the term 'earworm' was first used? 5

The term was first used in the 1980s.

B In paragraph 2, what evidence is there to suggest that the song 'Let it Go' is stuck in the writer's head? Support your answer with reference to the extract.

- The writer says it has taken over his life.
- He says he starts singing it at odd moments.
- He has found himself singing it in the office and on the train.
- Just writing about the song makes him want to stand up and sing.
- Etc.

Expect two or more reasons or one reason well developed for full marks.

Imp. Ex 10

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

1 "*Disney creates songs that linger.*"

This means that Disney writes songs that last for a long time, etc.

2 "*... belt out a line or two from it.*"

This describes someone singing parts of the song in a loud and forceful way, etc.

3 "*Quality control would eventually drive it out of my head.*"

This means that if the song was bad, it would not stick in your mind for long, etc.

4 "*... the whispering introduction...*"

This means that the start of the song is very soft and quiet, etc.

Reward accuracy and coherence. Candidates must explain **two** of the quotations in their own words.

(2x Imp. Ex 5) **10**

**D Do you think ‘My Earworm’ is a good title for this article?
Give reasons for your answer.**

Yes/No

(2)

Reward clearly expressed coherent answers that are based on the text.

Yes -

- The song can get stuck in your head.
- The title might make someone read the article.
- You use your ears to listen to the song – that is how it gets into your head.
- The image of the worm is good because it is like the song wriggles its way into your head but it is too hard for you to get it out.
- Etc.

No –

- If someone does not know what an earworm is, they may not want to read the article.
- His readers might not like the image of a worm in someone’s head.
- Etc.

(Imp.Ex 8) **10**

E Based on your reading of the passage, which one of the following words would you choose to describe the writer Patrick Kidd?

•**Funny**

•**Imaginative**

•**Musical**

Gives reasons for your answer.

Selection of Choice

(2)

Reward clearly expressed coherent answers that are based on the text.

Funny –

- He imagines himself singing the song in a very dramatic way.
- He jokes about seeing himself pause and wink at the camera.
- He has looked up the joke versions of the song.
- He jokes about the song being an earworm.
- Etc.

Imaginative

- He likes Disney films
- He imagines himself singing the song.
- Etc.

Musical

- He likes singing the song
- He likes other Disney films with songs in them.
- He uses onomatopoeia to describe what the song sounds like.
- Etc.

(Imp.Ex 8) **10**

Write a composition on ONE of the following topics.

- A **The old woman sitting quietly**
- B **Music I like**
- C ***“Put that camera away!” she snapped.***
Write a story which at some point includes the above sentence.
- D **Too much television is bad for you**
- E **Three Wishes**
- F **Write a story that includes both of the following elements:**
 - **An accident**
 - and**
 - **An act of courage**
- G **It’s great to be young!**
- H **Look at the photograph on Page 4 of Paper X. Write a composition based on this photograph.**

- *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.*

Evaluate, using the full range of marks.

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

Answer ONE of the following, EITHER A OR B.

You have been asked to write a review of the best film you have ever seen for a film review website.

In your review you should:

- Describe what happens in the film
- Explain some of the reasons why you think it is the best film you have ever seen.

OR

Write a letter to the editor of your local newspaper about the problem of litter in an area near to where you live.

In your letter you should:

- Describe how bad the problem is
- Suggest some of the steps that could be taken to solve the problem.

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

- A 1. What is Mr Reynolds wearing when the boys see him for the first time? 5**

Mr Reynolds is wearing a woolly coat and knee-length boots / He has a broad gold wedding ring.

- 2. What animal follows Mr Reynolds into the hall? 5**

He was followed by a lanky black and white sheep dog.

B *It's revolting that's what it is.*

In your view, what is it that Mr Reynolds thinks is revolting?

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

- Miss Evers thought it was alright to split up the boys.
- Mr Reynolds is asked to choose one and reject the other.
- Miss Evers did not ask the boys what they wanted.
- Etc.

Where candidate only offers one reason, it should be well-developed for maximum marks.

Imp. Ex 10

- C From what you have read in this passage, did you like the character of Mr Reynolds? Give reasons for your answer.**

Yes / No (2)

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

Mr Reynolds is likeable because –

- He is willing to give the boys a home.
- He tells the boys something about himself.
- He has a sense of humour.
- He understands how the boys might be feeling.
- Etc.

Mr Reynolds is not likeable because –

- He makes a joke about one boy being skinny.
- His coat is dirty.
- He is very abrupt with Miss Evers.
- Etc.

(Imp.Ex 8) **10**

D Imagine that you are either David or Tucky. Write a short letter to your family at home in London. Based on what you have read in this extract, explain how you are feeling and describe some of the things that have happened to you since you came to live in the countryside.

Expect answers that are based on the text, rewarding accuracy and clarity of expression.

Imp. Ex 10

E Name a NOVEL or a SHORT STORY you have studied where a character faced a challenge.

Name of novel (2)

- Name the character and describe a challenge he or she faced.

Reward accuracy and clarity of expression. (Imp. Ex 6)

- What did the character do to try to deal with this challenge?

Reward accuracy and clarity of expression. (Imp. Ex 6)

- Did you like the way the character tried to deal with this challenge?
Give reasons for your answer.

- Reward a clear statement as to whether or not the challenge made the character more likeable or less likeable.

Reward clear explanation and reference to the text studied. (Imp. Ex 6) **20**

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

A 1. When does the poet’s grandmother plant her plastic daffodils? 5

She plants them when she notices the spring is coming.

2. Where does the poet’s grandmother plant her plastic daffodils? 5

She plants them underneath her window.

B Why do you think the poet called this poem, 'Time to dust the Daffodils'?

Reward accuracy and clarity of expression. Candidates may explain -

- The poem describes the grandmother dusting the plastic daffodils and planting them in spring.
- It shows that the grandmother likes spring flowers.
- She likes them to look well.
- She wants people to think they are real.
- Etc.

Accept one reason well-explained.

Imp. Ex 10

C Which one of the following statements, do you think, best describes the poet’s attitude to her grandmother?

- **The poet feels sorry for her grandmother.**

Or

- **The poet admires her grandmother.**

Give reasons for your answer.

Expect a clear statement of preference.

(2)

Expect a developed explanation that is accurate and clearly expressed.

The poet feels sorry for her grandmother –

- The poet says her grandmother is old and cannot go out into the garden when it is cold.
- The grandmother needs to hide the fact that she is not growing real daffodils.
- The grandmother only has plastic daffodils.
- Etc.

The poet admires her grandmother –

- The poet suggests that her grandmother is clever enough to hide her daffodils in the winter.
- The grandmother is clever, watching for signs of spring.
- People are impressed by the daffodils, stopping to admire them.
- People do not realise they are plastic.
- Etc.

(Imp.Ex 8) **10**

D Which stanza do you like the best in this poem? Give reasons for your answer.

Reward a clear statement of personal preference (2)

Expect accurate reference to the poem.

Stanza 1 –informal: ‘gran’- adjectives add precision, straight to the point, etc.

Stanza 2 – humour – hiding the plastic daffodils, the gran seems secretive, smart, etc.

Stanza 3 – highlights the care the grandmother takes, vivid image, etc.

Stanza 4 – short but emphasises the main action of the poem, etc.

Stanza 5 – dialogue is interesting; the question lets us know passers-by have been fooled, etc.

(Imp.Ex 8) **10**

E Choose another poem you have studied that you think would be a good poem to include in a book of poetry for young people.

- **Name the poem and the poet.**

Reward accuracy. (Ex 2)

- **Describe what the poem is about.**

Expect substantial description, rewarding accuracy and clarity of expression. (Imp. Ex 10)

- **Explain why you think your chosen poem would be a good poem to include in a book of poetry for young people.**

Reward explanations that show accuracy and clarity. (Imp.Ex 8)

20

A From your reading of this extract, which one of the following words do you think describes best Ella?

• Curious

• Kind

• Nervous

Give reasons for your answer based on what you learn in the extract.

Selection of Choice.

(2)

Expect reference to the text, allowing candidates to base their answers on Ella's interactions with the strangers or with her parents.

Curious –

- She has been thinking about the strangers and is very quiet.
- She asks questions.
- She converses with the strangers.
- Etc.

Kind –

- She is polite to the strangers.
- She answers their questions.
- She says that she is sorry that the strangers' mother is not well.
- Etc.

Nervous –

- She has been thinking about the strangers and is very quiet.
- She asks her mother if she knows who the strangers might be.
- She said she thought the strangers' behaviour was weird.
- She hesitates when speaking to the strangers and when speaking to her parents.
- Etc.

(Imp.Ex 8) **10**

**B Based on the above extract, do you think Ella's mum is right to be worried?
Give reasons for your answer.**

Yes / No.

(2)

Expect reference to the text, rewarding accuracy and clarity of expression.

Yes, Ella's mum is right to be worried –

- There were strangers talking to Ella about their house.
- The strangers wanted to take pictures of the house.
- Ella found the strangers' behaviour weird.
- The house and the neighbourhood did not match the description the strangers said their mum had given them.
- Etc.

No, Ella's mum is wrong to be worried –

- The strangers just want to do something for their sick mum.
- They only want to take photographs.
- Their mum is old and sick and so may not be able to remember clearly.
- Ella is nearly seventeen and able to look after herself.
- Etc.

(Imp.Ex 8) 10

- C**
1. **Imagine you are directing this scene. What would you instruct the actor playing Dan to do when he says the following line?**

**"...she's been talking about this house where she lived
and how lovely it was ..."**

Give a reason for your answer.

Reward accuracy and clarity of expression.

Expect that the instruction is appropriate to the scene in the extract.

A reason must be given for full marks.

(Imp. Ex 5)

2. **Imagine you are directing this scene. What would you instruct the actor playing Ella to do when she says the following line?**

"I knew it was weird."

Give a reason for your answer.

Reward accuracy and clarity of expression.

Expect that the instruction is appropriate to the scene in the extract.

A reason must be given for full marks.

(Imp. Ex 5)

- D**
- Imagine Ella meets Dan outside her house the following day. Based on what you have read in the above passage, write out the conversation you think might take place between them. You should write about ten lines.**

Reward accuracy and clarity of expression.

Expect clear links to the events and / or characters in the extract.

Imp. Ex 10

- E**
- Name a PLAY or FILM you have studied where there is an important friendship between two characters.**

Name of play or film. (2)

- **Name the two characters who have an important friendship.**

Reward accuracy. (2)

- **Which of the two characters did you prefer? Give reasons for your answer**

Reward a clear expression of preference and explanation supported by reference to the studied text.

(Imp. Ex 8)

- **Describe a moment in the play or film when you see how important their friendship is.**

Reward clear and detailed description. The idea of the importance of the friendship should be dealt with either explicitly or implicitly. (Imp. Ex 8) 20

A Look closely at page 3 of Paper X

- 1. What prize can readers win with this issue of Horrible Histories Magazine? 5**

The readers can win an iPad.

- 2. What king can you read about in this issue of Horrible Histories Magazine? 5**

Horrible Henry/Henry VIII

**B 1. Do you like the way images are used on this magazine cover?
Give a reason for your answer.**

Reward a clear expression of preference supported by a developed explanation that refers to the magazine cover e.g.

Yes

- There are cartoons, this suggest the magazine is funny.
- There are lots of images on the cover which makes it eye-catching.
- The colours are bright and attractive.
- There is a mix of different types of pictures
- Etc.

No

- The images are crowded.
- The colours clash.
- Etc.

Imp. Ex5

**2. Do you like the way words are used on this magazine cover?
Give a reason for your answer.**

Reward a clear expression of preference supported by a developed explanation that refers to the magazine cover e.g.

Yes

- There is lots of colour; this makes it easy to read the words.
- The words stand out.
- The alliteration sounds good
- There are some puns and jokes.
- Etc.

No

- There is too much writing on the poster.
- The different fonts and colours make the poster difficult to read.
- Etc.

Imp. Ex5

C Look at the magazine cover on Page 3 of Paper X.
Who do you think would be most likely to read this magazine?
Give reasons for your answer.

- People who like history – there are lots of stories about different times in history.
- Young people – it looks like a cartoon magazine.
- People who have a sense of humour – there are lots of jokes on the cover.
- People who like to learn about the horrible things in history – the title
- Etc.

Imp. Ex10

D In your view which one of the following words best describes the magazine?
• **Frightening** • **Interesting** • **Funny**
Give reasons for your answer based on what you can see on Page 3 of Paper X.

Selection of choice.

(2)

Frightening –

- There are dangerous weapons.
- There are jokes about scary things.
- Some of the pictures are frightening.
- Etc.

Interesting –

- There are lots of different articles.
- There are lots of different pictures.
- There are prizes to be won.
- Etc.

Funny –

- There are jokes.
- Some of the cartoons are funny.
- There are puns.
- Etc.

(Imp.Ex 8)

10

E You have been asked to make a radio advertisement to sell the next issue of **Horrible Histories Magazine**.

Suggest a slogan you would use in the advertisement to encourage people to buy the magazine.

Reward clarity and appropriate register.

(Imp. Ex4)

Explain why you think your chosen slogan would encourage people to buy the magazine.

Reward clarity and sense of audience.

(Imp. Ex6)

Describe one sound effect you would use in the advertisement.

Reward clarity and appropriateness.

(Imp. Ex4)

Give a reason why it would be a good sound effect to use in this advertisement.

Reward clarity and sense of audience.

(Imp. Ex6)

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.