



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

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 type of card did the class want teenagers to carry?**
They want people to carry organ donation cards. **5**
- 2 According to research, what percentage of people had organ donation cards?**
Thirty per cent of people had organ donation cards. **5**
- 3 What did the girls design?**
They designed an information pack for schools. **5**
- 4 What competition did they enter?**
They took part in the Young Social Innovators/YSI competition. **5**

B What reasons did people give for not carrying an organ donor card?

- Lack of awareness
- They didn't know enough about it.
- They hadn't gotten around to it.

Expect two or more reasons for full marks.

Imp. Ex 10

C Do you think that Clodagh and Claire's idea to develop an information pack for schools is a good idea? Give reasons for your answer.

Reward statement of preference. (2)

Expect two or more well developed reasons.

- Their research showed that people would prefer to learn about organ donation in school.
- They felt that if people learnt about it when they were young, they would automatically do it.
- They realised that people in their own school knew very little about organ donation.
- The contents of the pack would be useful.
- It educates young people about organ donation.
- It contains all the information you would need on organ donation.
- The information pack won a prize.
- It raises awareness about organ donation.
- It could save someone's life.
- Etc.

(Imp. Ex 8) **10**

D What do you think Clodagh means when she says: ‘Even if we had never won, to know that what we have done could potentially save someone’s life is so overwhelming.’?

- Even without the recognition of the award, it was highly gratifying to know that their project was making such a difference.
- Even if they did not win, it was great to think what they had done could save people’s lives.
- It was not just about winning, they were very happy to have raised awareness.
- Etc.

Imp. Ex 10

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

- **... something people do automatically** – When people do things without thinking, etc.
- **... they began to think big.** –They started to look at the wider possibilities/They started to think outside the box, etc.
- **... really got us passionate about this ...** - They were very excited about the work they did/They put a lot of emotion and effort into their work/They were enthusiastic about the project, etc.
- **... he vividly remembers ...** - He recalls clearly, etc.

(2x Imp. Ex 5)

10

SECTION 2	PERSONAL WRITING	60 MARKS
------------------	-------------------------	-----------------

Respect a candidate's basic skills and creative responses.
Respect a candidate's linguistic competence.
Assessment tests compositional skills.

Write a composition on ONE of the following topics.

- A Childhood Memories**
- B Don't look down!**
- C "It took a lot of hard work but it was worth it in the end just to see ..."**
Write a composition which includes the above sentence.
- D The Mysterious Box**
- E Friendship**
- F Derek: *Listen! Did you hear that?***
Chrissie: *Don't worry, it's nothing.*
Write a story that includes the above conversation.
- G Write a story that includes both of the following elements:**
 - **An unusual young person**
 - and**
 - **A surprising discovery**
- H I knew I had invented something that would change the world.**

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?

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

Reward effective:

Spelling, punctuation, sentence structure and paragraph organisation.

Register, sense of audience and language appropriateness.

Answer ONE of the following, EITHER A OR B.

A As captain of a winning team you have been asked to make a victory speech. Write the text of the speech you would give.

In the speech you should:

- Describe the experience you have just had
- Outline your hopes for the team in the future.

The speech should be written in the appropriate tone and format indicating an understanding of the elements of speechwriting.

Award marks for evidence of thought about

- Content
- Register
- Awareness of audience

OR

B You have just found out that the new phone you bought is faulty. Write a formal letter of complaint to the manufacturers.

In your letter you should:

- Describe the problems you have had with the phone
- Outline the actions you would like the manufacturers to take.

The letter should be written in the appropriate register and format indicating an understanding of the elements of formal letter writing.

Award marks for evidence of thought about

- Content
- Register
- Formal Letter Layout

Evaluate using the full range of marks in the grid below. 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	B	C	D	E	F	NG

SECTION 4	POETRY	60 MARKS
------------------	---------------	-----------------

- A**
- 1. How did Timothy react when Daddy fell into the pond?**
Timothy danced for sheer delight/he called for a camera. **5**
 - 2. How did the gardener react when Daddy fell into the pond?**
He slapped his knee and doubled up, shaking silently, **5**

B Describe the mood in the opening stanza of this poem.
Everyone grumbled ... grey ... nothing to do... dismal .. nothing beyond.

Expect some developed description of the mood specific to the opening of the poem. **Imp. Ex 10**

C The poet uses images and sounds in this poem very cleverly. Do you agree? Give reasons for your answer.

Reward statement of preference (2)

Expect close reference to the text. Both images and sounds must be referred to but not necessarily in equal measure. (Imp. Ex 8) **10**

D Based on your reading of this poem, write a short conversation that might take place between Daddy and Timothy when Daddy gets out of the pond.

Expect some reference to the incident content and/or the moods in the poem. **Imp. Ex 10**

E Choose another poem you have studied that creates interesting pictures in your mind.

- **Name the poem and the poet.**
- **Describe one picture that this poem creates in your mind.**
- **What mood does this picture help to create in the poem? Explain your answer.**

- Name of poem and poet. (2)
- Description of picture that this poem creates in your mind. (Imp. ex 10)
- Description of mood and explanation of answer. (Imp. ex 8)

Or

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

Candidates must answer any two of the following sections 5, 6 and 7.

SECTION 5	FICTION	60 MARKS
------------------	----------------	-----------------

- A**
- 1. What was the small black object that hit Tom?**
It was an iPhone 3G/mobile phone/phone. 5
 - 2. Who is Tom on his way to see when the incident occurs?**
He is on his way to meet Lucy. 5

B **From your reading of this passage, what impression do you get of Tom Harvey? Give reasons for your answer.**

Tom -

- Sixteen
- Ordinary
- Has hopes and dreams
- Notices details
- Likes Lucy Walker
- Etc.

Expect close reference to the text.

Imp. Ex 10

C **Do you think that Tom and Lucy have a good friendship? Give reasons for your answer.**

Reward statement of preference (2)

Yes –

- They grew up together.
- He sees her at school.
- He agreed to meet her after school.
- Etc.

No –

- He misses the way they used to play together.
- They see each other less now that she has moved.
- Maybe she was involved in dropping the phone.
- Etc.

Accept any well developed answer with close reference to the text. (Imp. Ex 8)

10

D **Write a paragraph in which you continue this story and describe what happens next. Your answer should be based on what you learn in the passage.**

- Tom might be badly injured.
- Tom might become more fearful or suspicious.
- He might want revenge.
- Lucy might come to help him.
- Lucy might be in trouble.
- Etc.

Accept any well developed answer with close reference to the text.

Imp. Ex 10

E Name a NOVEL or a SHORT STORY you have studied where two characters have either a good relationship or a bad relationship with each other.

- **Describe the two characters.**
 - **Describe one event from the story which shows that the two characters have either a good relationship or a bad relationship.**
 - **Explain why this event shows that they have either a good relationship or a bad relationship with each other.**
-
- Name of novel or short story. (2)
 - Description two characters. (Imp. ex 6)
 - Description of event. (Imp. ex 6)
 - Explanation of why this event shows that they have either a good relationship or a bad relationship. (Imp. ex. 6)

Or

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

20

- A From your reading of this extract, do you like or dislike Pupil One? Give reasons for your answer.**

Reward statement of preference (2)

Yes/No –

- Pupil One is very confident.
- He is sneaky/ behaving suspiciously.
- He is curious about/wary of the Inspector.
- He is acting as though everything is normal.
- Etc.

Expect close reference to the text. (Imp. Ex 8)

10

- B Do you think that the Inspector and the Assistant suspect that there is anything wrong on the island? Give reasons for your answer.**

Reward statement of preference (2)

Yes –

- They come over to check the island.
- They insist on checking things even when Pupil One says '*it's ok now.*'
- Inspector seems suspicious '*...very unusual for everything to go down.*'
- Etc.

No –

- They are friendly towards the pupils.
- They let the pupils mind their boat.
- They hand the pupils their coats and briefcases.
- Etc.

Expect close reference to the text. (Imp. Ex 8)

10

- C Imagine this scene is going to be performed on stage.**
- **Describe the clothes you think Pupil One should wear. Give a reason for your answer.**
 - **Suggest one prop that you think would be useful in this scene. Give a reason for your answer.**

Expect close reference to the text, rewarding interpretation of character and plot.

- Description of clothes and reason for answer. (Imp. Ex 5)
- Description of prop and reason for answer. (Imp. Ex 5)

10

D Imagine that you are directing this scene.
What do you think the actor playing the part of the Inspector should do when he says each of the following lines? Give reasons for your answers.

'Well we thought we'd make sure everything was all right.' **AND** *'Should we follow you then?'*

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

- Plot
- Character
- Etc.

Accept any relevant direction accompanied by a reason –

- The Inspector glances around to show he is evaluating the situation.
- The Inspector picks up his briefcase and gestures to the student to lead the way, indicating he intends to follow him.
- Etc.

Both statements must be dealt with though not necessarily in equal measure.

Imp. Ex 10

E Name a **PLAY** or **FILM** you have studied where a character did something that surprised the audience.

- **What did the character do that was surprising?**
- **Why was this behaviour surprising?**
- **Did this surprising behaviour make the character more likeable or less likeable? Give a reason for your answer.**

- Name of play or film. (2)
- Description of what the character did that was surprising. (Imp. ex 6)
- Explanation as to why the behaviour was surprising. (Imp. ex 6)
- Explanation as to whether this surprising behaviour made the character more likeable or less likeable. (Imp. ex 6)

Or

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

20

- A (i) According to the cover on Page 2 of Paper X, who wrote the book?**
C.S. Lewis wrote the book. 5
- (ii) According to book cover on Page 3 of Paper X, who made the film?**
(Walt) Disney (Pictures)/Walden Media made the film. 5
- B Which of the two cover designs do you prefer? Give reasons for your answer.**
Reward statement of preference (2)
Expect a clear explanation and reward reference to the design(s).
Book cover –
- The designer placed a picture of a lion across the centre of the page – making it look like a story full of animals and magic.
 - The lion looks like he is leaping or running away and he is roaring – this adds to the excitement.
 - There are two children riding on the lion’s back. One is looking back with a worried look on her face. The other seems to be urging the lion to go faster.
 - It looks like girls or young children are the target audience.
 - The soft colours and the girls’ clothes make it look like a classic novel.
 - Seems old fashioned
 - Etc.
- DVD cover –*
- The designer placed a large picture of a lion’s head in the centre on the cover on page 3. This gives it a look of adventure.
 - In the left corner there are pictures of children. One is waving a sword and one is shooting an arrow from a bow. This suggests danger.
 - In the bottom centre there is a woman driving a carriage that is being pulled by vicious-looking polar bears. This suggests magic.
 - All the different images together give this cover a look of excitement/confusion.
 - Frightening.
 - Etc. (Imp. Ex 8) 10
- C Based on what you can see on Page 2 and Page 3 of Paper X, write a short blurb to appear on the back of the book cover to encourage people to read the book.**
- Reward clear composition that encourages people to read the book. Imp. Ex 10
- D Which do you think is more enjoyable, reading a book or watching a film version of the same book? Give reasons for your answer.**
Reward statement of preference (2)
The book –
- Lets you imagine things for yourself.
 - You can read it as fast or as slowly as you like.
 - You can re-read your favourite parts.
 - You can take a book anywhere.
 - Etc.
- The film –*
- Special effects can make it very exciting.
 - You can watch it with your friends.
 - The sound track can create a good mood.

- You can watch it in a couple of hours
- Etc.

Reward clearly composed answers that make reference to either medium. (Imp. Ex 8)

10

E You have been asked to turn a story that you have read into a film.

- **Name story that you would choose.**
- **What scene from the story do you think would make a good scene in a film?**
- **Give reasons for your answer.**
- **Suggest one special effect that could be used, to make the film more exciting. Explain your answer.**

- Name of story. (2)
- Description of scene and explanation of scene choice. (Imp. ex 10)
- Description of special effect and explanation of its effect. (Imp. ex 8)

Or

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

20

SCRIPTS GRANTED REASONABLE ACCOMMODATION.

Scripts granted reasonable accommodation 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 their spelling and punctuation considered when marks are being awarded.

