



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2012

Marking Scheme

English

Ordinary Level

1 READING

60

Efficient reading establishes facts, evidence and ideas.

Aesthetic reading demands re-reading, reviewing and reflecting

Assessment tests skimming, scanning, re-reading and close reading (Syllabus)

A Find answers to the following in the above text:

1 What does the Space Cowboy juggle? (5)

2 What other types of street performers were at the festival? (5)

3 What other activities do the festival organisers provide? (5)

4 What world record attempt did people participate in? (5)

- | | |
|--|---|
| 1. A chainsaw | 5 |
| 2. Snake charmers and magicians/fire eaters and sword swallows/Goliath, the World's Smallest Strongman/Strongmen/Stuntmen | |
| Expect two or more types of street performer (3+2) | 5 |
| 3. Old-fashioned wooden games/a giant game of Mastermind/gathering the biggest bunch of Wallys together/attempts to break a world record | |
| Expect two or more activities (3+2) | 5 |
| 4. Gathering the biggest bunch of Wallys together | 5 |

B What evidence is there that the Space Cowboy was a popular performer?

Candidates must quote or paraphrase evidence from text.

E.G.:

- "a teenage girl jumps up from the grass, cheering and punching the air, summing up the general reaction of the crowd"
 - "for the third time in the history of the festival, the Space Cowboy has been voted World Street Performance Champion"
 - Etc.
- 0-10**

C Give two reasons why people go to the Street Performance festival. (10)

Candidates must quote or paraphrase **TWO** pieces of evidence.

Each piece of evidence must be taken from the text.

E.G. –People go to the Street Performance festival

- To see the acts in the competition.
 - To watch the crowd, "watching and eavesdropping on the audience as they watch and enjoy the performances"/ "people doubled over with laughter, grinning madly and leaning on each other for support-an entertaining display in its own right".
 - To enjoy the "more genteel pursuits on offer".
 - To enjoy the fun and atmosphere, "everyone jokes around and you don't know what they'll do next"/"a grin-inducing atmosphere".
 - Etc.
- (2x5) **10**

D What do you think the writer means when she says: ‘Organisers have gone to impressive lengths to create a grin-inducing atmosphere’? (10)

Any acceptable explanation clearly expressed.

E.G.:

- Those who arranged the festival have gone to a lot of trouble/made a huge effort to ensure that everyone will enjoy the fun/have a laugh/participate in the fun, etc.

0-10

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

1 Eavesdropping

2 Hat-trick

3 Death-defying acts

4 Genteel pursuits (10)

Candidates must give an explanation of **TWO** of the following:

1. *Eavesdropping*

e.g. Overhearing / listening in on someone else’s conversation, etc.

2. *Hat-trick*

e.g. to win an event/a competition etc. three times in a row/to do something three times in a row/three times in a row, etc.

3. *Death-defying acts*

e.g. very/extremely dangerous performances, actions that could result in death if carried out incorrectly, etc.

4. *Genteel pursuits*

e.g. more refined/less dangerous/less scary activities, etc.

(2x5)

10

2 PERSONAL WRITING

60

Respect --- a candidate's basic skills and creative responses.

Respect --- a candidate's linguistic competence.

Assessment tests compositional skills (Syllabus)

Write a composition on ONE of the following topics.

PICK ONLY ONE TOPIC

A You never know what you might find

B The risk was worth it

C "How did he do that...he'll never get away with it...?"

Write a composition which includes the above sentence.

D City life

E Looking forward to the future

F The toughest challenge of my life

G Happiness is...

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

A COMPOSITION ON ONE OF THE GIVEN TOPICS

The candidate is required to provide 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, 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?

Use the full range of marks.

Total 60	<u>Excellent</u> 51-60 Grade A	<u>Very Good</u> 42-50 Grade B	<u>Good</u> 33-41 Grade C	<u>Fair</u> 24-32 Grade D	<u>Poor</u> 0-23 Grades: E, F or NG
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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)

Answer **ONE** of the following, **EITHER A OR B**.

PICK ONLY ONE TOPIC

A. You have been asked to take part in a debate.

The motion for the debate is “Mobile phones make life better.”

Write out what you plan to say either for or against this motion.

OR

B. You have just found out about a training course you would like to do.

Write a letter of application for this course.

In your letter you should

—Outline the reason why you would like to do this course.

—Describe the qualities you have that make you suitable for the course.

A Debate

Candidates need to:

- State whether they are for or against the motion
- Make a clear argument about why he/she is for or against the motion

Award marks for evidence of thought about

- Relevant content
- Development/Support for argument presented
- The order of presentation

A finished speech is not required, but is fully acceptable.

Total 60	<u>Excellent</u> 51-60 Grade A	<u>Very Good</u> 42-50 Grade B	<u>Good</u> 33-41 Grade C	<u>Fair</u> 24-32 Grade D	<u>Poor</u> 0-23 Grades: E, F or NG
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B Letter of application for training course.

Candidates need to:

- Outline the reason why he/she would like to do course
- Describe the qualities that make him/her suitable for the course.

Award marks for evidence of thought about:

- *Content* – indicating reasons for choice of course and suitability of applicant
- *The Tone* – appropriate register
- *Layout* – formal letter format

Evaluate, using the full range of marks.

Total 60	<u>Excellent</u> 51-60 Grade A	<u>Very Good</u> 42-50 Grade B	<u>Good</u> 33-41 Grade C	<u>Fair</u> 24-32 Grade D	<u>Poor</u> 0-23 Grades: E, F or NG
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4 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)

At the End of a School Day

*It is the end of a school day
and down the long drive
come bag-swinging, shouting children.
Deafened, the sky winces.
The sun gapes in surprise.*

*Suddenly the runners skid to a stop,
stand still and stare
at a small hedgehog
curled-up on the tarmac
like an old, frayed cricket ball.*

*A girl dumps her bag, tiptoes forward
and gingerly, so gingerly
carries the creature
to the safety of a shady hedge.
Then steps back, watching.*

*Girl, children, sky and sun
hold their breath.
There is a silence,
a moment to remember
on this warm afternoon in June.*

Wes Magee

A *Describe the children's mood at the end of the school day. (10)*

Accept any reasonable description of mood supported by reference to the poem.

E.G.:

- The children were happy at the end of the school day. They came down the "long drive...bag-swinging, shouting children."
- Etc. **0-10**

B 1. *Why did the children stop running? (5)* 2. *What did the girl do? (5)*

1. The children stopped running because they see a small hedgehog curled-up on the tarmac. **0-5**
2. The girl dumped her bag, tiptoed forward and gingerly carried the creature to the safety of a shady hedge. **0-5**

C *Why did everyone and sky and sun ‘hold their breath’? (10)*

Accept any well supported reason(s) given for why everyone and sky and sun ‘hold their breath’.

E.G.: Everyone and sky and sun ‘hold their breath’ because

- They wish to remember the importance of this moment, “there is silence, a moment to remember”.
- Of the beauty of the moment, “a moment to remember”.
- They appreciate the fragility of the hedgehog and hope for its safety, “A girl... gingerly carries the creature to the safety of a shady hedge.”
- Etc. **0-10**

D *1. Compare the first stanza to the last stanza. What has changed? (5)*

1. Accept any well supported contrast(s).

E.G.:

- In the first stanza, the children are noisy, in the final stanza, they are silent.
- In the first stanza, the sky winces at the noise of the children and the sun gapes in surprise. In the final stanza, the girl, children, sky and sun hold their breath together.
- The opening stanza could be referring to any school day, “It is the end of a school day”. The final stanza shows that this day is different and special. It is a warm afternoon in June, “a moment to remember”.
- Etc. **0-5**

2. Do you think this is a good ending? Give reasons for your answer. (5)

2. Yes/No

(2)

Expect one or more reasons as to why the candidate thinks that this is a good ending.
Possible answers might include:

Yes

- It is nice to see the children appreciating the wonders of nature/protecting the hedgehog.
- The children, the sun and sky are now unified and this is a good ending for the poem.
- The poem has a peaceful ending.
- Etc.

No

- The children do not seem as upbeat as they did in the beginning.
- The silence takes from the happy mood of the poem.
- Etc.

Expect close reference to the text.

(0-3)

5

E Choose another poem you have studied which describes an animal or an event.

Name the poem and the poet.

Describe the animal or event.

Did you like the poem? Give reasons for your answer. (20)

• Name of poem and poet (0-2)

• Description of the animal or event (0-8)

• Did you enjoy the poem? Yes or No. (2)

• Explanation of why you enjoyed the poem (0-8)

Or

For global answers mark by impression (0-20)

20

5 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)

A Why is the dumpsite a dangerous place? (10)

Reasons might include:

- “You’re working under trash as it’s raining down.”
- Gardo and Raphael are working under dangerous machinery.
- Gardo and Raphael must try to avoid the guards whose job is to enforce safety.
- Etc.

0-10

B Describe the kind of person Gardo is. (10)

Description of Gardo’s character, personality, physical characteristics, etc.

For Example:

- Young, “Gardo’s fourteen”
- Poor, “He was born seven hours ahead of me, onto the same sheet”, “dumpsite boys”
- Skinny, “He’s thin as a whip”
- Bossy, “he pushes me around now and then, tells me what to do”
- Good Friend, “One thing I know is I’d want him on my side, always.”
- Mean, “He can be mean”
- Independent, “maybe he’s grown up faster”
- Serious, “People say he’s too serious, a boy without a smile”
- Sensitive, “he always knows what I’m thinking, feeling – even what I’m about to say”
- Formidable ally, “One thing I know is I’d want him on my side, always.”
- Etc.

Expect close reference to the text in support of answer.

0-10

C What evidence is there that Raphael and Gardo have a good friendship? (10)

Evidence might include:

- They were like brothers, “He’s not my brother but he might as well be”
- There’s an understanding between the two, “he pushes me around and then, tells me what to do, and most of the time I let him.”
- Gardo is respected by Raphael, “One thing I know is I’d want him on my side, always.”
- They share moments of joy, “I don’t mind telling you, we almost danced.”
- Etc.

Expect close reference to the text

0-10

- D** **1 What was in the leather bag that Raphael found?**
 2 Why do you think it might bring trouble to their lives? (10)

1. A wallet containing eleven hundred pesos, a folded-up map and a key. (0-5)

2. Accept any well supported reason given.

Reasons might include:

- Raphael refers to the day they found the leather bag as his “unlucky-lucky day”, suggesting the bag brought some type of misfortune into their lives.
- The owner of the leather bag may come looking for it and this may lead to trouble for the boys.
- When the boys spend the money, it may lead to questions about where they got it.
- Etc. (0-5)

10

E Name a NOVEL or SHORT STORY you have studied in which two characters have a good relationship.

Describe the relationship the two characters have.

Does this relationship make the novel or short story interesting? Explain why / why not. (20)

Studied novel or Short Story

Name of novel or short story (2)

Description of the relationship the two characters have. (0-8)

Does this relationship make the novel or short story interesting? Yes/No (2)

Explanation of why/why not. (0-8)

Or

For global answers mark by impression (0-20)

20

6 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)*

A *From your reading of this extract, what sort of person do you think Joe is?
Quote from the extract in support of your answer. (10)*

Description of character of Joe.

For example:

- Intelligent — he has the opportunity to attend London University
- Responsible — “A married man with a family has more important things to occupy his mind besides bloody books.”
- Down to Earth — “You’ve got sunstroke.”
- Practical — “A married man with a family has more important things to occupy his mind besides bloody books.”
- Less adventurous than Mag — “You’re nuts.”
- Etc.

Expect close reference to the text in support of answer.

0-10

B *From your reading of this extract, what sort of person do you think Mag is?
Quote from the extract in support of your answer.*

Description of Mag’s character.

For example:

- Romantic — “She gives him a brief squeeze.”/ “Some day we’ll be buried together.”
- Adventurous — “Let’s do something crazy!”
- Impractical — “We’ll dance on every island!”
- Loves Joe — “I want the future to happen – I want to be in it – I want to be in it with you!”
- Heedless — “But she has not heard what he has said.”
- Etc.

Expect close reference to the text in support of answer.

0-10

C *Do Mag and Joe have a good relationship?
Give reasons for your answer. (10)*

Yes/No

(2)

Possible reasons include:

Yes

- Mag is willing to go along with what Joe wants when he says that he “should forget about studying and London University and all that.”
- Joe thinks about caring for a family with Mag before “bloody books.”
- Mag looks forward to being buried with Joe one day, “Some day we’ll be buried together.”
- Etc.

No

- Their personalities seem different, Mag is dreamy and impractical, wishing to embrace the future and “dance on every island”. Joe simply thinks that she is “Mad as a hatter.”
- Etc.

Expect close reference to the text in support of answer.

(0-8) 10

D *Imagine you have been asked to direct this scene. What instructions would you give to the actor playing Joe*

– *when he says he should forget about “London University and all that”?*

– *when Mag says “Come on, Joe! Let’s begin the future now”?* (10)

—Instructions to Joe when he says he should forget about “London University and all that” might include:

- He should look serious as he has something important to tell Mag.
- He should look at Mag so as to gauge her reaction to this news.
- Etc.

—Instructions to Joe when Mag says “Come on, Joe! Let’s begin the future now”

- Joe should smile as he believes Mag is “nuts”.
- He should move away from Mag, ignoring her mood.
- Etc.

Expect candidates to refer to the text in support of their choices.

(2x5)

10

E *Name a PLAY or FILM you have studied that had some suspense or mystery in it.*

Describe the suspense or mystery.

Did this suspense or mystery add to the play or film? Explain why / why not.

How did the play or film end?

*Do you think this was a good ending?
Give reasons for your answer. (20)*

• Name of Play or Film (2)

• Description of suspense or mystery

• Does this suspense or mystery add to the play or film? Explanation of why/why not. (0-9)

• Description of ending of play or film

• Do you think this was a good ending? Reasons for answer. (0-9)

Or

For global answers mark by impression

(0-20)

20

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)

A (i) According to the text on the Facebook page on Page 2 of Paper X, where is the Royal Shakespeare Company based? (5)

(ii) According to the text on the Facebook page on Page 2 of Paper X, what does the Royal Shakespeare Company do? (5)

(i) Stratford-upon-Avon **0-5**

(ii) The Royal Shakespeare Company performs the works of Shakespeare, his contemporaries and new playwrights. **0-5**

B From your study of the Facebook page on Page 2 of Paper X, do you think that using a Facebook page is a good way for the Royal Shakespeare Company to advertise?

Give reasons for your answer. (10)

Yes/No (2)

Possible reasons for answer:

Yes

- The Facebook page displays images connected with The Royal Shakespeare Company.
- The page gives links to other websites.
- The user can interact with the Royal Shakespeare Company.
- Facebook is a widely used social networking site.
- Etc.

No

- The page contains too much writing and the target audience may lose interest.
- Etc. (0-8)

Expect some reference to Facebook page stimulus **10**

C *Compare the Facebook page of the Royal Shakespeare Company on Page 2 of Paper X with the Royal Shakespeare Company’s website page on Page 3 of Paper X.
Which do you think people would find more useful? Give reasons for your answer.* (10)

Selection of choice (2)

Reasons for answer.

For example:

Facebook

- The Facebook page provides links to many other websites
- The Facebook page is interactive
- The Facebook page provides a link to “YouTube” which would allow the user to see the Royal Shakespeare Company in action.
- Etc.

Website

- There is too much writing on the Facebook page.
- The website has lots of colourful images.
- The website has clear tabs which allow the user to clearly see where to buy tickets, merchandise...
- There are teachers’ materials available on the website.
- The calendar on the website allows users to easily check what is on at any particular time.
- One can sign up for email updates on the website.
- Etc.

(0-8)

10

D *Look again at the Royal Shakespeare Company’s website page on Page 3 of Paper X.
What features are eye-catching? Give reasons for your answer.* (10)

Eye-catching features might include:

- Colourful and striking images advertising plays — use of vibrant colours
- RSC logo — large print, primary colours, very clear what it represents
- Blue coloured tabs to help navigate the site — easy to see them and their function
- Calendar — easy to use, very clear layout
- Etc.

Candidates must give reasons for their selection.

0-10

- E** *You have been asked to create a website page or a Facebook page to promote a local youth group.*
- i.** *Which way of promoting the youth group would you consider to be more suitable – a website page or a Facebook page? Give reasons for your answer.*
- ii.** *What information about the youth group would you give on your choice of page?*
- iii.** *What eye-catching features would you include on your choice of page?*
(20)
- i.** Selection of choice (2)
Any well-developed reason or reasons. (0-6)
- ii.** Information about the youth group you would give on your choice of page.
Information might include:
- Meeting time
 - Meeting place
 - Activities
 - Cost
 - Ages range that may join youth group
 - Etc. (0-6)
- iii.** Eye-catching features you would include on your choice of page.
Features might include:
- A logo
 - Colourful Images
 - Images of past events
 - Links to other useful websites
 - Calendar of events
 - Etc. (0-6)

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.

All other sections will be marked using the standard marking scheme.