

**RESIT EXAMINATION - JULY 2009  
MARKING SCHEME - ENGLISH**

**JUNIOR LYCEUM ENTRANCE EXAMINATION INTO FORM I**

A. The following sentences are about the story of kites.

Tick (✓) the correct word or phrase to complete the sentences.

**(1 mark x 10 = 10 marks)**

- If more than one answer is ticked, the sentence is to be marked as incorrect.

1.	<b>making.</b>	<b>c)</b>
2.	<b>flew a kite.</b>	<b>a)</b>
3.	<b>his hat to prevent it from blowing away in a strong wind.</b>	<b>b)</b>
4.	<b>purposes.</b>	<b>b)</b>
5.	<b>and for testing the wind.</b>	<b>d)</b>
6.	<b>fitted with hooks and bait.</b>	<b>c)</b>
7.	<b>sounds while flying.</b>	<b>a)</b>
8.	<b>which they used during ceremonies.</b>	<b>d)</b>
9.	<b>with kites.</b>	<b>c)</b>
10.	<b>other lands.</b>	<b>d)</b>

B. Read the telephone conversation.

Use the given words to fill in each blank with a suitable word.

Each word can be used ONCE.

**(½ mark x 10 = 5 marks)**

- Penalise by ½ mark overall if any spelling error occurs in copying out the given words.

- |          |           |
|----------|-----------|
| 11. on   | 16. for   |
| 12. at   | 17. over  |
| 13. from | 18. under |
| 14. to   | 19. with  |
| 15. by   | 20. of    |

C. Punctuate the conversation with the given punctuation. Capital letters and punctuation marks may be used more than once. In numbers 22, 24, 27 and 28 rewrite the word in brackets correctly.

**(½ mark x 10 = 5 marks)**

- Penalise by ½ mark overall if any spelling error occurs in copying out the given words.

21.	<b>' (Accept " )</b>	26.	<b>' (Accept " )</b>
22.	<b>I</b>	27.	<b>bedroom 's</b>
23.	<b>?</b>	28.	<b>A</b>
24.	<b>you 'd</b>	29.	<b>,</b>
25.	<b>.</b>	30.	<b>!</b>

D. Read Jeremy's letter.  
Fill in each blank with the correct form of the verb in brackets.

(1 mark x 10 = 10 marks)

- Any spelling error forfeits the mark.

31.	were / are	36.	have taken
32.	bought	37.	laughed
33.	decide	38.	wanted
34.	got	39.	are making
35.	are	40.	'll (will or shall) / are going to write 'll (will or shall) be writing

E. Comprehension: A Bird for Arabel

(30 marks)

- If more than one answer is ticked in questions 41, 42 and 43, the answer is to be marked as incorrect.

Tick (✓) to show the correct answer.

(1 mark x 3 = 3 marks)

41. When did the accident happen?

- c) **It happened during a stormy wintry night.**

c)	✓
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42. What did Mr Jones own?

- b) **He was the owner of the taxi.**

b)	✓
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43. What was the black bird doing when it was hit?

- c) **It was crossing the road.**

c)	✓
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44. Write whether the sentence is True or False.

Give a reason for your answer.

(2 marks x 2 = 4 marks)

- Answers do not need to be in complete sentences.
- No marks are to be awarded if the reason given does not support the True or False answer.
- No marks are to be deducted for spelling, punctuation and grammar errors.

a) **True**  
**because the black bird / it opened its eye**

b) **False**  
**A motorbike hit it.**

Use complete sentences to answer questions **45, 46, 47, 48, 49, 50, 51, 52 and 53.**

- Deduct ½ mark for every answer if incomplete sentences are used, if irrelevant information or phrases are lifted from the text, and for incorrect syntax. (Not more than ½ mark per sentence is to be deducted.)
- No marks are to be deducted for punctuation, spelling and tense errors.

**45. What was Mr Jones doing when the policemen saw him? (2 marks)**

(Any one of the following answers is correct.)

**He was kneeling down (in the middle of the road / beside the black bird).  
OR He was checking the bird. OR He was wondering what to do.**

**46. What did Mr Jones explain to the policemen? (2 marks)**

**He explained that a motorbike had just hit a bird / he was wondering what to do OR He explained what had just happened / he was doing.**

**47. What advice did the first policeman give Mr Jones? (2 marks)**

(The answers may be written in any order.  
The answer may be written in one sentence.)

- a) He advised him to give the bird some (hot sweet) tea.  
b) He told him to burn feathers in front of its / the bird's beak.**

**48. What advice did Mr Jones decide to ignore? Give a reason. (3 marks)**

(Reward answers that have the following content.  
The answer may be written in one sentence.)

- a) He decided not to slap its / the bird's hands.  
b) He decided not to undo its / the bird's shoelaces.**

He decided to ignore the advice because it / the bird had no hands or shoelaces.

**49. Where did Mr Jones think the black bird had disappeared? (2 marks)**

**He thought that it had flown out of the window.**

**50. How was the bird able to get into the fridge? (2 marks)**

(Reward answers that have the following content.)

**The bird / It was able to do so because the handle of the feather-duster was preventing the door from shutting properly. OR Mr Jones had not shut the fridge door properly / left the fridge door open.**

51. What did Arabel do immediately after she looked at the bird? (1 mark)

(Do not accept: She put her hands around it.)

She named him Mortimer / gave the bird a name.

52. What annoyed Mrs Jones most? (2 marks)

She was most annoyed when the bird began chipping at the mortar (between the bricks of the fireplace).

53. How can we tell that Mortimer was listening to Arabel? (2 marks)

(Reward answers that have the following content.  
Any one of the following answers is correct.)

(We can tell that he was listening to her because he turned his head round and he gave her a (thoughtful, considering) look. OR He made a remark / croaked.

- No marks are to be deducted for spelling errors in 54 and 55.

54. a) 'Take it with you, then,' said the second policeman. (Section One) (1 mark)  
it refers to the (black) bird

54. b) ... anyway it usually swung shut by itself. (Section Two) (1 mark)  
it refers to the (fridge) door

54. c) ... as if she were under a spell. (Section Three) (1 mark)  
she refers to Mrs Jones / Arabel's mother

55. Give the meaning of the following words as used in the passage: (1 mark x 2 = 2 marks)

a)	halt	(Section One)	stop
b)	trouble	(Section Two)	effort, fuss, (hard) work, care ...

F. Read the story from Paula's diary.

Fill in each blank with ONE suitable word to complete the story. (1 mark x 10 =10 marks)

- Any spelling error forfeits the mark.

56.	sleep	61.	day
57.	after / when	62.	to
58.	the	63.	live
59.	that	64.	him
60.	not / never	65.	go / return

G. Composition - In not less than 150 words write about ONE of the following:

**66. *Our New Neighbours***

A new family has just moved next door to you. Imagine that you were looking out of the window when they arrived. Describe your new neighbours and write about what you saw them do on their arrival.

**The candidate is expected to write a composition describing the neighbours and narrating what happened during their arrival.**

**67. Write a story beginning with the words:**

*It was the first day back at school after the Easter holidays and ...*

**The writing should focus on narrating an event that starts with the given words.**

**68. Imagine you are Max and your address is 68, High Street, Rabat RBT 1160.**

Write a letter to Kim about a day you spent at the beach. In your letter describe the beach and write about what you did.

**The candidate is expected to write a letter using the given address and the correct format of informal letter writing. (No marks are deducted if the Postcode appears on a separate line). The writing should focus on the purpose of the letter as stated in the rubric.**

**69. Write a story for a children's newspaper called: *At the Corner Shop***

In your story write what you saw and did when you and your friends went shopping together.

**The candidate is expected to write a narrative, describing the corner shop and focusing on what happened while they were shopping.**

**70. Picture Composition: *The Mysterious House***

Look carefully at the pictures below and write about how the story began. Continue the story and write a suitable ending.

**The candidate is expected to write a story, narrating what had happened and what happened next. The story should have a suitable ending.**

Compositions are to be scored according to the following criteria:

<b>Content:</b>	<ul style="list-style-type: none"> <li>• Candidates should be rewarded for relevance, range of ideas and ability to sustain the reader’s interest.</li> <li>• If a composition is deemed to be completely irrelevant or obviously memorised, initially it is to be marked according to the Marking Scheme and then <b>eight (8)</b> marks are to be deducted.</li> <li>• Partial irrelevance forfeits <b>up to eight (8)</b> marks.</li> <li>• Compositions that are shorter than 150 words should not be scored higher than the ‘Very Good’ band.</li> <li>• Compositions that are shorter than 120 words should not be scored higher than the ‘Pass’ band.</li> </ul>
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**Informal Letter Writing**

**Three (3)** marks are to be deducted if candidates do not observe the correct format of letter writing, as laid out below. Penalise by an additional mark if candidate uses own address and name.

**1 mark**

<b>address</b>
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**½ mark**

<b>date</b>
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<b>greeting</b>
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**½ mark**

<b>salutation</b>
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<b>name</b>
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**½ mark**



**½ mark**



<b>salutation</b>
-------------------

<b>name</b>
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<p><b>25 – 30 marks</b> <b>Excellent</b></p>	<ul style="list-style-type: none"> <li>• Hardly any errors in grammatical structures, spelling and punctuation</li> <li>• Shows a wide range of vocabulary and idiomatic expressions and an ability to communicate subtleties of language</li> <li>• Fluent, cohesive and coherent with an appropriate introduction and conclusion</li> <li>• Uses the appropriate style to fit the genre</li> </ul>
<p><b>19 – 24 marks</b> <b>Very Good</b></p>	<ul style="list-style-type: none"> <li>• Can handle sentence structures well</li> <li>• Hardly any spelling and punctuation errors</li> <li>• Demonstrates a good choice and range of vocabulary</li> <li>• Organises writing in cohesive paragraphs, with an appropriate introduction and conclusion</li> <li>• Shows ability to write with appropriate style to fit the genre</li> </ul>
<p><b>13 – 18 marks</b> <b>Pass</b></p>	<ul style="list-style-type: none"> <li>• Fairly accurate in structures, spelling and punctuation</li> <li>• Adequate vocabulary</li> <li>• Shows competence in communication</li> <li>• Shows an awareness of style to fit the genre</li> </ul>
<p><b>7 – 12 marks</b> <b>Weak</b></p>	<ul style="list-style-type: none"> <li>• Confused structures and incoherent in several instances</li> <li>• Poor spelling and punctuation</li> <li>• Limited vocabulary and errors in idioms (e.g. use of ‘Maltesisms’)</li> <li>• Shows no real ability to communicate except in the simplest of terms</li> </ul>
<p><b>1 – 6 marks</b> <b>Very Weak</b></p>	<ul style="list-style-type: none"> <li>• Almost meaningless sentences with very little structure and very poor spelling and punctuation</li> <li>• Very limited vocabulary; gross errors in idioms (e.g. extensive use of ‘Maltesisms’)</li> <li>• Very little communication</li> </ul>