

**JUNIOR LYCEUM EXAMINATION
ENGLISH MARKING SCHEME – JULY 2010**

- A. The following sentences are about birds called macaws.
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.	colours, like green, red, yellow and blue.	d)
2.	to wing tip.	c)
3.	loudest screeching birds.	c)
4.	sight.	a)
5.	inside.	d)
6.	to hang on to branches.	b)
7.	the tasty bit in the middle.	a)
8.	copy sounds they hear.	b)
9.	because they are pretty and can be taught to talk.	d)
10.	up living in cages.	c)

- B. Read the poster.

Fill in each blank with a suitable word.

The first blank has been filled in for you.

(1 mark x 5 = 5 marks)

- Any spelling error forfeits the mark.
- Deduct ½ mark overall if numbers **11 to 15** are not written with a capital letter.

11. **Where**
12. **Which**
13. **Who**
14. **How**
15. **When**

- C. Complete the sentences.

Fill in each blank with a suitable word from the boxes.

The first blank has been filled in for you.

Only FIVE of the other given words are correct.

(1 mark x 5 = 5 marks)

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

16. **that**
17. **before**
18. **because**
19. **and**
20. **but**

D. Complete Robert's 'Show and Tell'.
 Fill in each blank with the correct form of the verb in brackets.
 One verb has been given as an example.

(1 mark x 10 = 10 marks)

- Any spelling error forfeits the mark.

21.	was growing	26.	made
22.	wrote	27.	has written
23.	voted / have voted	28.	has
24.	has sold	29.	includes
25.	is	30.	will / 'll enjoy

E. Comprehension: The Goose's Egg (30 marks)

- If more than one answer is ticked in questions 31, 32 and 33, the answer is to be marked as incorrect.

Tick (✓) to show the correct answer.

(1 mark x 3 = 3 marks)

31. When did the eggs hatch?

d) They hatched at the beginning of summer.

d)	✓
----	---

32. Where was the goose's nest?

d) It was in the barn.

d)	✓
----	---

33. When did the goose know that the eggs were going to hatch?

b) She knew the day before they hatched.

b)	✓
----	---

34. 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.
- Accept direct quotes.

a) False

They were (in a very) **uncomfortable** (position).
 (Do not accept: They 'were most anxious to break through'.)

b) True

She explained what would happen if the egg ever broke (and that is what happened when it broke a week later).

OR **'A bad egg is like a stink bomb.'**

OR '(... if the egg ever breaks,) **nobody will be able to live here because of the smell.'**

Use complete sentences to answer questions 35, 36, 37, 38, 39, 40, 41, 42, 43 and 44.

- Deduct ½ mark for every answer if incomplete sentences are used, if irrelevant information or phrases are lifted from the text, for any errors in idiom and / or 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.

35. Where was Fern when the goose's eggs hatched? (1 mark)

She / Fern was sitting on a stool / in the barn / there.

36. What could Charlotte and Wilbur see through the goose's feathers? (2 marks)

They / Charlotte and Wilbur could see a baby goose / a grey-green head / the grey-green head of a baby goose / one of the (seven) baby geese.

37. Why did Templeton ask about the eighth egg? (2 marks)

He / The rat / Templeton wanted it (for himself) / to add it to his collection / to know what the goose was going to do with it / keep the egg if the goose did not need it.

OR (He asked because) **he was curious.**

38. What did Templeton like to do? (2 marks)

He liked to collect strange objects.

39. How did the rat take the bad egg to his hiding-place? (1 mark)

He / The rat / Templeton pushed it / rolled it there.

OR **He / The rat / Templeton got it there by pushing it / rolling it.**

40. Who tried to stop Avery from capturing the spider? (1 mark)

Fern / His sister / The farmer's niece did.

41. What was Wilbur afraid of? (2 marks)

He / Wilbur / The pig was afraid of what might happen to / that might be the end of Charlotte (if the boy succeeded in catching her) / that Charlotte could be killed.

42. Why didn't Avery succeed in hitting Charlotte? (2 marks)

He / Avery lost his balance / fell down.

43. What broke the eighth egg? (2 marks)

The pig's / Wilbur's trough / food (and drink) container broke / fell on it (when it tipped up and came down with a slap).

44. Why had it been a narrow escape? (2 marks)

(Reward answers that have the following content.)

Avery would have caught Charlotte had it not been for the stink that made him run away to the farmhouse.

OR Charlotte was saved because of Avery's fall / accident.

OR Charlotte was still alive / not captured.

No marks are to be deducted for punctuation and / or spelling errors in items 45 and 46.

45. a) 'There are **seven**,' said the goose. (Section One)

seven refers to the **baby geese** (1 mark)

Do not accept: eggs (that hatched) OR baby goose

45. b) ... then **he** crept carefully towards the goose, keeping close to the wall. (Section Two)

he refers to **Templeton / (the) rat** (1 mark)

45. c) He was just about to raise **his** stick ... (Section Three)

his refers to **Avery's / Fern's brother's** (1 mark)

Accept: Avery / Fern's brother

46. Give the meaning of the following words as used in the passage: (1 mark x 3 = 3 marks)

a)	spied	(Section One)	saw, noticed, ...
b)	whispered	(Section Two)	said in a low soft voice
c)	capture	(Section Three)	catch, seize, get, trap, grab hold of, ...

F. Read the letter.

Fill in each blank with ONE suitable word to complete the letter.

One word has been given as an example.

(1 x10 =10 marks)

- Any spelling error forfeits the mark.

47.	tour / trip / excursion / outing	52.	far
48.	see / view / admire	53.	and
49.	for	54.	of
50.	to	55.	the
51.	lot	56.	home

G. Composition – In not less than 150 words write about ONE of the following:
(30 marks)

57. A Magical Starfish

You were exploring the seabed with your goggles when you spotted a magical starfish. Describe the starfish and write about what happened.

The candidate is expected to narrate what happened when she / he was exploring the seabed with his / her goggles, to describe the starfish and write about what happened next.

58. Write a story beginning with the words:

Our next-door neighbour was going away for a week's holiday. I offered to take care of his pet while he was away. ...

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

59. Imagine you are Alex and your address is 106, Country Lane, Rabat RBT 1237.

Write a letter to Andrea about what you are going to do next week. In your letter describe three places you are going to visit and explain why you are going there.

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.

60. Picture Composition: The house on the other side of the wall

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

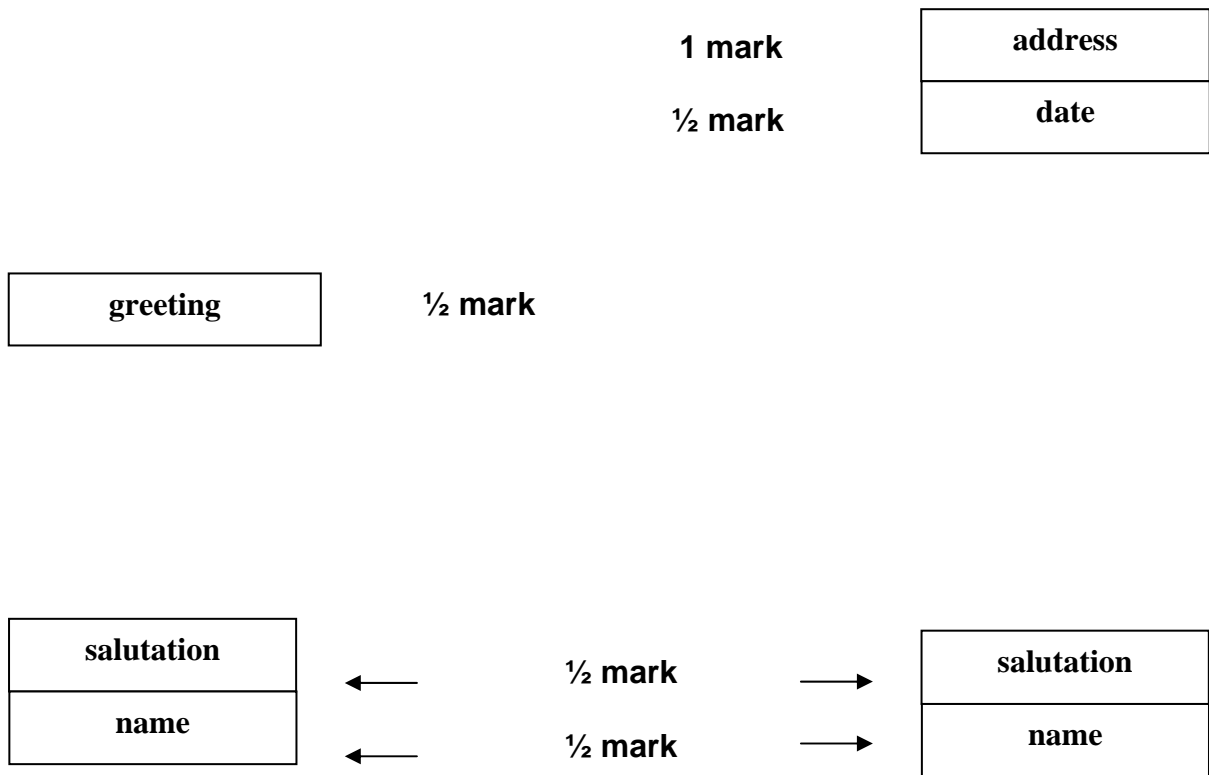
The candidate is expected to write a narrative, emphasising the salient points of the picture sequence, continue the story and write how he / she thinks the story ended.

Compositions are to be scored according to the following criteria:

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

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.



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