



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2019

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.

General Indicators of Quality.

Material presented should be considered under the following criteria:

- Focus – To what extent has a candidate answered the question asked?
- Ideas – To what extent is higher-order thinking shown, complexity of ideas, originality of thought?
- Development – to what extent has a candidate explored ideas in depth including the use of supporting material?
- Coherence – to what extent has a candidate stayed on task and organised a response into a well-structured piece of writing, including the use of paragraphing, in a meaningful way?
- Expression – how clear and fluent is the candidate's language? Is sentencing clear and coherent - are there grammatical errors?
- Register – to what extent is the candidate's register / tone / level of formal – informal language used, appropriate to the task?
- Creativity – where appropriate to the task, to what extent has the candidate demonstrated an ability to think and write creatively?
- Spelling and written punctuation - How accurate is a candidate's spelling and use of written punctuation?

Errors of spelling and written punctuation should not be penalised in excess of ten percent of the marks assigned to any global question awarded 10 marks or more. It may be possible for a candidate to make a small number of spelling or punctuation errors and have no penalty imposed. Examiners should consider the standard of vocabulary used by a candidate. Assessment of spelling and written punctuation does not apply in the case of multiple choice questions or in the case of candidates granted the spelling and written punctuation waiver. Use the following table to guide your judgement.

Question Value	Penalty
30	0 or 1 or 2 or 3
25	0 or 1 or 2
20	0 or 1 or 2
15	0 or 1
10	0 or 1

Level of Answering	Features of Quality
High	A candidate's response will: - Sustain focus on question / task being engaged with - Present ideas that are original, insightful, highly reflective, showing flair and creativity where appropriate - Develop ideas in depth and use supporting material accurately and fluently - Be very effectively organised and structured in a meaningful and clear way - Use and sustain a register appropriate to the task throughout - Be expressed in a highly effective and fluent manner demonstrating skilful and ambitious language use - Spell and use punctuation very accurately.
Middle	A candidate's response will: - focus on question / task with varying degrees of success - some lapses – perhaps not fully sustained throughout - Present thinking that is relevant to the task, demonstrating some insight and reflection - Bring some level of development to their ideas and use relevant supporting material - Demonstrate an awareness of structure / paragraphing – perhaps not fully sustained throughout - Use a register appropriate to the task, perhaps not fully sustained throughout - Be expressed in a generally clear and competent manner, with some lapses - Demonstrate a good standard of spelling and use of punctuation – with occasional error.
Low	A candidate's response will: - Struggle to address the question / task, perhaps showing a lack of understanding – many lapses – may rely on summary - Present ideas that are unclear, not relevant to the task, demonstrating poor insight and reflection - Offer little development of their ideas and use no or limited supporting material - Demonstrate little awareness of structure / paragraphing giving the work a disorganised / incoherent quality - Be poorly expressed showing a lack of clarity – frequent lapses - Spell and use punctuation poorly – with significant error.

The theme for this examination paper is
Respect

Instructions

There are **three** sections in this paper.

Section A	Reading to Understand	35 marks	5 questions
Section B	Responding to Texts	80 marks	5 questions
Section C	Reading & Writing for a Variety of Purposes	65 marks	5 questions

Answer all 15 questions.

Mark Reckoner

Ex Marks	Higher	Middle	Low
20	20 - 18	17 - 11	10 - 0
15	15 - 14	13 - 9	8 - 0
10	10 - 9	8 - 5	4 - 0
8	8 - 7	6 - 4	3 - 0

Online Marking Annotations		
Symbol	Description	Denoting
	Tick	Correct, Relevant, Valid, Of Merit
	Cross	Incorrect MCQs
	Horizontal Wavy	Error Underlined
	Vertical Wavy	Page Seen

Question 1

(5 marks)

From your reading of this passage what do you think is the greatest day-to-day challenge faced by Sinéad Burke? Give a reason for your answer.

Candidates may suggest any one challenge outlined in the passage. They must give a reason for the suggestion they make, explaining why they think the challenge highlighted is the greatest challenge for Sinéad Burke. Allow for a broad range of responses. Reward focused and clear response.

Indicative points:

Candidates may refer to

- Using the toilet
- Ordering coffee
- Travelling
- Finding suitable clothing
- Getting on a chair
- Candidates may give a more generic response – reaching things – seeing over things
- Etc.

Mark by impression Ex 5 using only the marks as outlined in Table 1.

Table 1

Very Good Attempt	Good Attempt	Reasonable Attempt	Attempt of No Merit
5	4	2	0

Question 2

(5 marks)

Which **one** of the following words best describes how you feel when you read this speech?

- Hopeful
- or**
- Angry

Explain your answer.

Expect candidates to nominate one of the feelings suggested and to explain their answer. Candidates may refer to both. Reward each response on its own merits. Reward focused and clear responses.

Indicative points:

- Angry because...
- She has to struggle with day-to-day tasks
- She is often embarrassed
- She needs to be dependent on others at times

- Hopeful because...
- She is so positive in her disposition
- She sees solutions not problems
- She aspires for a better future – she can see how designers can improve her lot
- Etc.

Mark by impression Ex 5 using only the marks as outlined in Table 2.

Table 2

Very Good Attempt	Good Attempt	Reasonable Attempt	Attempt of No Merit
5	4	2	0

Question 3

(5 marks)

Based on your reading of the last paragraph of this speech, what do you think is Sinéad Burke's message to people who design things? Explain your answer.

Expect candidates to make a suggestion based on the content of the last paragraph. Allow for a range of responses. Candidates should explain their answer. Reward each response on its own merits. Reward focused and clear responses.

Indicative points:

- She wants designers to consider everyone when designing things
- She wants people to realise that the way things are designed affects people
- She wants designers to realise that there are people whom they are not designing for
- She wants people to design with little people in mind
- Etc.

Mark by impression Ex 5 using only the marks as outlined in Table 3.

Table 3

Very Good Attempt	Good Attempt	Reasonable Attempt	Attempt of No Merit
5	4	2	0

Question 4**(10 marks)**

Did you enjoy this speech? Explain **two** reasons why you did or did not in your response.

Candidates may say that they did or did not enjoy the speech. They may argue on both sides – enjoying aspects of the speech. They should explain two reasons for their suggestion. Reward focus and clarity. Reward well developed and coherent responses. Reward the use of supporting evidence.

Mark by impression Ex 10

Indicative points:

- **Enjoyed speech...**
- Humorous
- Thought provoking
- Learned something new
- New topics addressed
- Liked her personality
- **Did not enjoy speech...**
- Not interested in the topic
- Didn't think it was funny
- Confused
- Didn't like her personality
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	• Citing two reasons, candidate explains clearly why they did or did not enjoy the speech • Original content / clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8

Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors.	0 - 4
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Question 5

(10 marks)

Your friend is going to deliver a speech to an audience of young people. Give **two** pieces of advice you would offer your friend on how to deliver the speech and explain why you think this advice would be useful.

Expect candidates to suggest two pieces of advice about how to deliver a speech effectively. Candidates may refer to content and / or speech delivery. Candidates should explain why they think that the advice they offer would help to deliver a speech effectively. Candidates may ignore the 'friend' dimension to the question, and the 'audience of young people' but better responses will adopt an appropriate register. Reward focus and clarity. Reward well developed and coherent responses. Reward a sense of personal voice.

Mark by impression Ex 10

Indicative Points:

- **Content based...**
- Make it interesting
- Use humour
- Structure clearly
- Have evidence / anecdotes
- **Delivery based...**
- Eye contact
- Project voice
- Pacing of delivery
- Use gestures / positive body language
- Bring in props
- Visual aids
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate gives two pieces of advice to friend about speech making explaining the merits of their suggestions • Clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised • Spelling and written punctuation proficient	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 4

Question 6

(5 marks)

Which of the following statements is false? Place a tick in one box only.

The students were concerned because the book had too many illustrations.

☒

The students were concerned because the book did not represent women fairly.

☐

The students were concerned because the book did not feature any disabled people.

☐

Question 7

(10 marks)

The following words, in bold, appear in the letter printed on page ten. In the case of each word, show what the word means, as it is used in the passage, by placing a tick in the appropriate box. Tick **one** box only in each case. (5 × 2 marks)

(a) **Represented**

shown

☒

given

☐

gifted

☐
(b) **Observations**

things they forgot about

☐

things they remembered

☐

things they noticed

☒
(c) **Ensure**

make certain

☒

hopefully see

☐

carefully avoid

☐
(d) **Illustrations**

stories

☐

books

☐

pictures

☒

(e) Feedback

news about ☐

responses to ☒

donations to ☐

Question 8

(10 marks)

Is the letter on page 10 a formal letter or an informal letter? Give reasons for your answer.

The letter is formal. Expect candidates to give reasons for their answer. Candidates might suggest that the letter is informal but identify formal features which would merit reward. Judge each answer on its own merits. Reward focus and clarity. Reward well developed and coherent responses.

Indicative Points:

- The format – addresses, date, salutation, sign-off, indentation
- The relationship between writer and audience
- The language, vocabulary used
- The layout
- The tone adopted
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate identifies that the letter is formal and gives clear reasons for their view • Good relevant reasons offered and explained • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised • Spelling and written punctuation proficient	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8

Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 4
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Question 9

(15 marks)

In her speech on page 4 Sinéad Burke says, “I want you to open your eyes.” Write a letter to the principal of your school about an important issue in the school that you want to bring to his or her attention.

Expect candidates to write to their school principal highlighting a particular issue they feel is important. Allow for a broad interpretation of ‘important issue’. Candidates are free to address any issue they wish – school related or otherwise. Award appropriate formatting, tone and language. Reward coherence and clarity.

Mark by impression Ex 15

Quality of Response	Indicators:	Mark Range Ex 15
High	• Candidate writes a letter to the school principal focusing on an important issue of concern to them • Strong ideas offered and developed • Appropriate tone / personal voice • Uses supporting evidence effectively • Clear expression • Writing well organised • Spelling and written punctuation proficient	14 - 15
Medium	• Some loss of focus on the task • Some sense of personal voice • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation	9 - 13

Low	• Struggles to focus, may not appear to understand the task – lack of clarity • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 8
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Question 10

(40 marks)

Read all parts of the question before starting your answer.

(a) Name a character you liked from a novel **or** a play that you have studied.

Title of novel or play:	1 mark
Name of character:	1 mark

(b) Explain why you liked your chosen character. Use a key moment from the text to support your response.

Expect candidates to explain why they liked their chosen character by referring to a key moment in their chosen text. Reward focus and clarity. Reward well developed and coherent responses. Candidates are free to select a character from any novel or play in line with the prescription for 2019.

Mark by impression Ex 8

Indicative Points:

- **Liked character because...**
- Of actions / behaviour
- Treatment of others
- Relationships
- Characteristics / qualities
- Opinions / views
- Can empathise with / similar to
- Etc.

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate explains why they liked the character chosen with reference to a key moment from the text • Response is detailed • Response is grounded in the text	7 - 8

	• Clear and lively expression • Writing well organised • Spelling and written punctuation proficient	
Medium	• Response loses focus on task • Loses connection with the text • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation	4 - 6
Low	• Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 3

- (c) Name a character you disliked from a novel **or** a play that you have studied. You may choose this character from the same text or from a different text to the one you used in part (a) and part (b).

Title of novel or play:	1 mark
Name of character:	1 mark

- (d) Explain why you disliked your chosen character. Use a key moment from the text to support your response.

Expect candidates to explain why they disliked their chosen character by referring to a key moment in their chosen text. Reward focus and clarity. Reward well developed and coherent responses. Candidates are free to select a character from any novel or play in line with the prescription for 2019. They may use a different text to the one used for parts (a) and (b).

Mark by impression Ex 8

Indicative Points:

- **Disliked character because...**
- Of actions / behaviour
- Treatment of others
- Relationships
- Characteristics / qualities
- Opinions / views
- Cannot empathise with
- Etc.

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate explains why they disliked the character chosen with reference to a key moment from the text • Response is detailed • Response is grounded in the text • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient	7 - 8
Medium	• Response loses focus on task • Loses connection with the text • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation	4 - 6
Low	• Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 3

(e) If **one** of your chosen characters in part **(b)** or part **(d)** could make a wish at the time of the key moment, what do you think he or she would wish for and why?

Candidates should choose one of the characters nominated in the previous parts of the question (b and d). They should suggest something the character would wish for in the context of the world of the text. The suggestion should be related to the world of the text, the character's role and their experience therein. Reward focus and clarity. Reward well developed and coherent responses. Allow for a broad range of responses to the task.
Mark by impression Ex 10

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate explains something that their chosen character could wish for in the context of the key moment identified • Clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised • Spelling and written punctuation proficient	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 4

(f) Choose **either** of the key moments you have referred to in part **(b)** or part **(d)** and explain how reading or watching this key moment made you feel.

Expect candidates to explore how they felt when reading or watching one of the key moments identified. Candidates are free to choose either of the two key moments identified (in b and d). They should explain why they felt that way. Allow for a range of responses to the task. Reward focus and clarity. Reward well developed and coherent responses.

Mark by impression Ex 10

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate explains how the key moment they have chosen made them feel • Good focus and clarity • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised • Spelling and written punctuation proficient	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 4

Question 11

(5 marks)

In your view, what is the most important thing that **Advertisement A** tells you about the athletes? Explain your answer.

Expect candidates to suggest what they consider to be the most important thing the advertisement says about the athletes. Responses should be grounded in the advertisement itself. Candidates may refer to both the visual and / or the text in the advertisement. They should give a reason for their answer. Reward clarity, focus and well expressed views.

Indicative Points:

- They are strong
- They are serious about their sport
- United as a team
- Determined
- Proud
- Courageous
- Etc.

Mark by impression Ex 5 using only the marks as outlined in Table 4.

Table 4

Very Good Attempt	Good Attempt	Reasonable Attempt	Attempt of No Merit
5	4	2	0

Question 12

(5 marks)

Which advertisement, **A** or **B**, is your favourite? Explain your choice. You may refer to the written text or the visual images or both.

Expect candidates to nominate one of the advertisements as their favourite. They should explain the reasons for their choice. Candidates may refer to the written or visual elements of the advertisement. Reward clarity, focus and well expressed views.

Indicative Points:

- **A** because ...
- Strong / Striking image
- Emphasises teamwork
- Shows a range of disabilities

- Like the slogan
- Like the use of colour / light and shade
- **B** because ...
- Dramatic /action image
- Exciting
- Like the slogan
- Like the use of colour / light and shade
- Etc.

Mark by impression Ex 5 using only the marks as outlined in Table 5.

Table 5

Very Good Attempt	Good Attempt	Reasonable Attempt	Attempt of No Merit
5	4	2	0

Question 13

(30 marks)

Read all parts of the question before starting your answer.

- (a)** You have been asked to choose a poem you have studied that would be good to read out loud on a radio programme.

Title of poem:	1 mark
Name of poet:	1 mark

- (b)** Explain what your chosen poem is about.

Expect candidates to give a clear outline of what their chosen poem is about. Candidates may offer a summary of the poem. Better responses would address theme. Reward coherence and clarity. Mark by impression Ex 8

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate gives a clear outline of what the content of the poem addresses and / or the theme/s in the poem • Explores broader meaning • Response is well developed and grounded in the text • Clear and lively expression	7- 8

	• Writing well organised • Spelling and written punctuation proficient	
Medium	• Response loses focus on task • Grounded in the text to some extent • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation	4 - 6
Low	• Struggles to focus, may not appear to understand the question • Little or no grounding in the text • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 3

- (c) Why do you think your chosen poem would be good to read out loud on a radio programme? Explain your answer.

Expect candidates to explain why their chosen poem would be good for the task. They might refer to content, the tone or mood or aspects of style – particularly with reference to sound qualities in poetry. Reward candidates who show an awareness of the audio qualities of a particular work. Reward focused, coherent and well-supported work.

Mark by impression Ex 10

Indicative Points:

- Use of alliterative language
- Use of onomatopoeia
- Use of colloquial / conversational language
- Effective rhyme and rhythm
- Use of dramatic language
- The mood or atmosphere created
- Could refer to content – interesting
- Etc.

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate explains why chosen poem would be good to read out loud on radio • Candidate appreciates sound qualities in poetry • Response is detailed • Knowledge of poetic devices evident • Clear and lively expression	9 - 10

	• Writing well organised • Spelling and written punctuation proficient	
Medium	• Response loses focus on task • Loses connection with the text • Some flaws in expression • Some knowledge of poetic devices evident • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8
Low	• Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 4

(d) Would you like to meet the poet who wrote the poem you have chosen? Give reasons for your answer.

Candidates are free to say they would or wouldn't like to meet the poet. They must outline reasons why or why not. They may focus their answer on the poem used, or other poems by the same poet, or aspects of the poet's life that they are aware of.

Mark by impression Ex 10

Indicative Points:

- **Like...**
- The poet's ideas
- Like the personality that emerges
- Interesting life experiences
- Like use of language
- Shared experiences
- **Dislike...**
- Not interested in poet's ideas
- Don't find poet's life interesting
- No connection with poet's life
- Etc.

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate explains clear reasons why they would or would not like to meet poet • Response is detailed	9 - 10

	• Interesting ideas • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient	
Medium	• Response loses focus on task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 4

Question 14

(5 marks)

Read the following sentence:

The **unhappy clown** was shown no **respect**, so he **ran** away **quickly**.

Complete the table using each of the words in bold from the sentence above. The first example is completed for you. Use each word only **once**. (5 × 1 Marks)

Pronoun	he
Noun 1	clown
Adjective	unhappy
Verb	ran
Adverb	quickly
Noun 2	respect

Question 15

(20 marks)

Write the opening paragraph for a story called '*Show Me Some Respect*'. Your aim is to make your opening so appealing that readers would want to read on.

Expect candidates to write a paragraph that could be the opening paragraph to a story titled '*Show Me Some Respect*'. Allow for a range of responses to the task. Reward candidates who show creativity and understanding of how language use / content can create interest and encourage

readers to read further. Candidates might use the title to a limited degree. Candidates should not write a complete story. Reward each piece of work on its own merits.

Mark by impression Ex 20

Indicative Points:

- Introduces interesting character/s
- Uses clever images
- Introduces intriguing ideas
- Good descriptive language / lively style
- Uses a dramatic opening
- Creates an intriguing / interesting mood
- Etc.

Quality of Response	Indicators:	Mark Range Ex 20
High	• Candidate writes the opening to a story that is highly engaging • Appropriate tone / personal voice • Clear expression • Good use of descriptive writing • Good sense of characterisation • Writing well organised • Spelling and written punctuation proficient	18 - 20
Medium	• Some loss of focus on the task • Some sense of personal voice / tone • Some flaws in expression – unconvincing • Some character description • Writing organised in some respects • Reasonably good spelling and written punctuation	11 - 17
Low	• Struggles to focus, may not appear to understand the task – writing would not encourage further reading • Poor characterisation • Little descriptive writing • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors	0 - 10

The Assessment Task

20 Marks

Question 1

(2 marks)

Give the titles of two texts, from your collection of texts, that you consider to be your best writing and identify the genre of each text.

Award 1 mark per text named. Allow for a liberal interpretation of 'genre'. Award 0 if no genre is suggested.

Question 2

(8 marks)

Write a response to either (a) or (b).

(a) Explain how two features of the extract you have chosen are typical of its genre. Expect candidates to identify two features from their transcribed extract and to explain how these features are typical in the genre they have nominated for the text in Question 1. Candidates may not treat the two features equally. As above, allow for a liberal interpretation of genre. Reward clear observations made by the candidate about their own writing.

Mark by impression Ex 8

Or

(b) Identify a change you made in the course of writing this text that you think improved it and explain how it improved it.

Expect candidates to identify a specific change they made to their writing as indicated in their transcribed text and to explain why it improved the text. Candidates may refer to aspects of style or content. Reward clear observations made by the candidate about their own writing.

Mark by impression Ex 8

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate adheres to the task and makes meaningful observations about their own writing • Clear and lively expression • Writing well organised	7 - 8
Medium	• Candidate partially maintains a focus on the task • Some flaws in expression • Writing organised in some respects	4 - 6
Low	• Candidate shows little understanding of the task • Many flaws in expression • Writing disorganised	0 - 3

Question 3

(10 marks)

Choose two prompts from the prescribed list. Write a response to each of your chosen prompts in the spaces provided. You are encouraged to refer to specific texts from your collection.

Expect candidates to choose two prompts from the prompts prescribed for 2018/19 and to explain how each one applies to their own writing.

Reward the level of engagement shown.

Candidates may not refer to texts by title. More successful responses will be evidently grounded in texts and will make specific reference to text/s. Less accomplished responses may be vague.

Mark by impression Ex 5 (x 2) using only the marks as outlined in *Table 6*.

Table 6

Very Good Attempt	Good Attempt	Reasonable Attempt	No Attempt
5	4	2	0

Appendix 1

Reasonable Accommodation - Modified Scheme

A modified marking scheme is applied to the work submitted by candidates who have been granted one or a combination of the following reasonable accommodations:

- The use of a recording device
- The use of a scribe
- The use of a laptop or PC with the spell-check facility enabled
- A waiver for spelling and written punctuation.

For Junior Cycle English this means that errors in spelling and written punctuation are not penalised. You should **not** consider spelling and written punctuation when forming your impression of this work.

You should **not** underline spelling and written punctuation errors.

For example, there should be no penalty for spelling errors in the following cases:

- (a) *The bus was purpel.*
- (b) *I was so exited to be visiting New York.*
- (c) *I walked proudly up to the podium to recieve my prize*

Or in the case of misused homophones:

- (d) *The whether forecast is bad for tomorrow.*

Or written punctuation errors in cases like the following:

- (e) *When is the bus coming.*
- (f) *Isnt it cold today.*
- (g) *Seáns new car is fantastic.*

General Indicators of Quality (Modified)

- **Focus** – To what extent has a candidate answered the question asked?
- **Ideas** – To what extent is higher-order thinking shown, complexity of ideas, originality of thought?
- **Development** – to what extent has a candidate explored ideas in depth including the use of supporting material?
- **Coherence** – to what extent has a candidate stayed on task and organised a response into a well-structured piece of writing, including the use of paragraphing, in a meaningful way?
- **Expression** – how clear and fluent is the candidate's language? Is sentencing clear and coherent - are there grammatical errors?
- **Register** – to what extent is the candidate's register/ tone / level of formal – informal language used, appropriate to the task?
- **Creativity** – where appropriate to the task, to what extent has the candidate demonstrated an ability to think and write creatively?

Modified indicators

Question 4

Quality of Response	Indicators:	Mark Range Ex 10
High	• Citing two reasons, candidate explains clearly why they did or did not enjoy the speech • Original content / clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised	0 - 4

Question 5

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate gives two pieces of advice to friend about speech making explaining the merits of their suggestions • Clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised	0 - 4

Question 8

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate identifies that the letter is formal and gives clear reasons for their view • Good relevant reasons offered and explained • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised	0 - 4

Question 9

Quality of Response	Indicators:	Mark Range Ex 15
High	• Candidate writes a letter to the school principal focusing on an important issue of concern to them • Strong ideas offered and developed • Appropriate tone / personal voice • Uses supporting evidence effectively • Clear expression • Writing well organised	14 - 15
Medium	• Some loss of focus on the task • Some sense of personal voice • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects	9 - 13
Low	• Struggles to focus, may not appear to understand the task – lack of clarity • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised	0 - 8

Question 10 (b)

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate explains why they liked the character chosen with reference to a key moment from the text • Response is detailed • Response is grounded in the text • Clear and lively expression • Writing well organised	7 - 8

Medium	• Response loses focus on task • Loses connection with the text • Some flaws in expression • Writing organised in some respects	4 - 6
Low	• Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised	0 - 3

Question 10 (d)

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate explains why they disliked the character chosen with reference to a key moment from the text • Response is detailed • Response is grounded in the text • Clear and lively expression • Writing well organised	7 - 8
Medium	• Response loses focus on task • Loses connection with the text • Some flaws in expression • Writing organised in some respects	4 - 6
Low	• Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised	0 - 3

Question 10 (e)

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate explains something that their chosen character could wish for in the context of the key moment identified • Clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised	9 - 10
Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised	0 - 4

Question 10 (f)

Quality of Response	Indicators:	Mark Range Ex 10
High	• Candidate explains how the key moment they have chosen made them feel • Good focus and clarity • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised	9 - 10

Medium	• Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised	0 - 4

Question 13 (b)

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate gives a clear outline of what the content of the poem addresses and / or the theme/s in the poem • Explores broader meaning • Response is well developed and grounded in the text • Clear and lively expression • Writing well organised	7- 8
Medium	• Response loses focus on task • Grounded in the text to some extent • Some flaws in expression • Writing organised in some respects	4 - 6
Low	• Struggles to focus, may not appear to understand the question • Little or no grounding in the text • Many flaws in expression • Writing disorganised	0 - 3

Question 13 (c)

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate explains why chosen poem would be good to read out loud on radio • Candidate appreciates sound qualities in poetry • Response is detailed • Knowledge of poetic devices evident • Clear and lively expression • Writing well organised	9 - 10
Medium	• Response loses focus on task • Loses connection with the text • Some flaws in expression • Some knowledge of poetic devices evident • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised	0 - 4

Question 13 (d)

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate explains clear reasons why they would or would not like to meet poet • Response is detailed • Interesting ideas • Clear and lively expression • Writing well organised	9 - 10
Medium	• Response loses focus on task • Some flaws in expression • Writing organised in some respects	5 - 8
Low	• Struggles to focus, may not appear to understand the task • Many flaws in expression • Writing disorganised	0 - 4

Question 15

Quality of Response	Indicators:	Mark Range Ex 20
High	• Candidate writes the opening to a story that is highly engaging • Appropriate tone / personal voice • Clear expression • Good use of descriptive writing • Good sense of characterisation • Writing well organised	18 - 20
Medium	• Some loss of focus on the task • Some sense of personal voice / tone • Some flaws in expression – unconvincing • Some character description • Writing organised in some respects	11 - 17
Low	• Struggles to focus, may not appear to understand the task – writing would not encourage further reading • Poor characterisation • Little descriptive writing • Many flaws in expression • Writing disorganised	0 - 10

Appendix 2 Note in relation to prescription 2019

The prescribed texts for 2019 are outlined in DES Circular 32/14. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

When answering question 10, if a candidate uses a novel that is not in line with what is prescribed for 2019, award 0 for part (a) and part (c). Mark parts (b), (d), (e) and (f) using the appropriate range of marks. In each case divide the mark you would have awarded by two, round the result down and enter this mark as the score.

e.g. If candidate deserved 7/8 marks. Divide 7 by 2 = 3.5. Round down – award 3 marks.