



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Cycle 2023**

**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 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High</b>        | <p>A candidate's response will:</p> <ul style="list-style-type: none"> <li>- Sustain focus on question / task being engaged with</li> <li>- Present ideas that are original, insightful, highly reflective, showing flair and creativity where appropriate</li> <li>- Develop ideas in depth and use supporting material accurately and fluently</li> <li>- Be very effectively organised and structured in a meaningful and clear way</li> <li>- Use and sustain a register appropriate to the task throughout</li> <li>- Be expressed in a highly effective and fluent manner demonstrating skilful and ambitious language use</li> <li>- Spell and use punctuation very accurately.</li> </ul>                                                                                                    |
| <b>Middle</b>      | <p>A candidate's response will:</p> <ul style="list-style-type: none"> <li>- focus on question / task with varying degrees of success - some lapses – perhaps not fully sustained throughout</li> <li>- Present thinking that is relevant to the task, demonstrating some insight and reflection</li> <li>- Bring some level of development to their ideas and use relevant supporting material</li> <li>- Demonstrate an awareness of structure / paragraphing – perhaps not fully sustained throughout</li> <li>- Use a register appropriate to the task, perhaps not fully sustained throughout</li> <li>- Be expressed in a generally clear and competent manner, with some lapses</li> <li>- Demonstrate a good standard of spelling and use of punctuation – with occasional error.</li> </ul> |
| <b>Low</b>         | <p>A candidate's response will:</p> <ul style="list-style-type: none"> <li>- Struggle to address the question / task, perhaps showing a lack of understanding – many lapses – may rely on summary</li> <li>- Present ideas that are unclear, not relevant to the task, demonstrating poor insight and reflection</li> <li>- Offer little development of their ideas and use no or limited supporting material</li> <li>- Demonstrate little awareness of structure / paragraphing giving the work a disorganised / incoherent quality</li> <li>- Be poorly expressed showing a lack of clarity – frequent lapses</li> <li>- Spell and use punctuation poorly – with significant error.</li> </ul>                                                                                                    |

The theme for this examination paper is

## People and Places

| Section A | Reading and Creating | 60 marks |
|-----------|----------------------|----------|
|-----------|----------------------|----------|

### Question 1

(10 marks)

- (a) The poet uses **nouns** in this poem. Identify two nouns that the poet uses and write them below.

Award **2 marks** (1 + 1) for any two nouns identified in the poem.

- (b) The poet uses **verbs** in this poem. Identify two verbs that the poet uses and write them below.

Award **2 marks** (1 + 1) for any verbs identified in the poem.

- (c) The poet uses **rhyme** in this poem. Write out two lines from the poem that rhyme with each other.

Award **2 marks** for the selection of any two lines from the poem that rhyme with each other.

- (d) The poet uses a **simile** in this poem. Write out the simile the poet uses.

Award **2 marks** for the identification of a simile in the poem.

- (e) The poet uses **personification** in this poem. Write out one example from the poem.

Award **2 marks** for the identification of an example of personification in the poem.

### Question 2

(10 marks)

What do you think the theme or message of this poem is? Explain your answer using evidence from the poem.

Expect candidates to suggest a theme or message based on their reading of the poem and to explain their answer with reference to the poem. Allow for a range of interpretations of the poem. Reward focus, development of ideas and clarity of expression.

Mark by impression **Ex 10 marks**.

Indicative material:

- The passing of time
- The seasons
- The joys of summer
- How things aren't as bad as we think
- Regret
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                  | Mark Range<br>Ex 10 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly outlines a theme present in the poem</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the poem</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul> | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Suggests a theme – not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>           | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Candidate does not clearly identify a theme – lapses into summary</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>   | 0 - 4               |

### Question 3

(15 marks)

Imagine that summer is over and it is the night before you go back to school. Write a diary entry describing how you feel.

Expect candidates to write a diary entry in the first person imagining that they are returning to school the following day now that summer is over. Expect candidates to express thoughts and feelings appropriate to the task. Allow for a variety of approaches to the task. Candidates may model their answers on aspects of the poem. Reward creativity, appropriate register and appropriate expression.

Mark by impression **Ex 15 marks.**

Indicative material:

- Memories of summer

- Sense of regret
- Anticipation of new school year
- Sense of excitement
- Meeting friends
- Facing new challenges
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                          | Mark Range<br>Ex 15 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Writing in the first person, candidate expresses thoughts and feelings about going back to school in diary format</b></li> <li>• Writing well structured</li> <li>• Clear expression – strong sense of voice/register</li> <li>• Proficient spelling and written punctuation</li> </ul> | 14 - 15             |
| Middle              | <ul style="list-style-type: none"> <li>• Diary entry – with some lapses and loss of focus</li> <li>• Reasonably well structured</li> <li>• Lapses in expression - some sense of register</li> <li>• Reasonable spelling and written punctuation</li> </ul>                                                                          | 9 - 13              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• Poor spelling and written punctuation.</li> </ul>                                                                                                            | 0 - 8               |

#### Question 4

(25 marks)

Read all parts of this question carefully before starting your answer. You may not choose the poem printed on this paper.

- (a) Choose a poem you have studied that describes either a memory **or** an event that is important for the poet.

**Title of poem – 1 mark**

**Name of poet – 1 mark**

- (b) State in one sentence what the important memory or event was.

Reward clear focus and clear expression. Reward correct sentence construction.

**Ex 3 marks.**

- (c) Why is the memory or event important for the poet? Use the poem you have chosen to support your answer.

Expect candidates to outline why the memory or event is important for the poet. Candidates should support their views with evidence from their chosen poem. Candidates may not choose the poem printed on the paper. Allow for a range of views. Allow a liberal interpretation of 'important'. Reward clear focus, development of ideas and clear expression.

Mark by impression **Ex 10 marks.**

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                 | Mark Range<br>Ex 10 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate explains clearly why the memory or event is important for the poet</b></li> <li>• Good use of supporting evidence from the poem</li> <li>• Writing well structured</li> <li>• Clear expression</li> <li>• Proficient spelling and written punctuation</li> </ul>     | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Gives a reasonable explanation why the memory or event is important for the poet</li> <li>• Some use of supporting evidence from the poem</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Reasonable spelling and written punctuation</li> </ul> | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little or no supporting evidence from the poem</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• Poor spelling and written punctuation.</li> </ul>                                         | 0 - 4               |

**(d)** Identify two images from your chosen poem and explain why you think the poet used these images.

Expect candidates to select two images from their chosen poem and to explain why they think the poet uses these images. Reward candidates who demonstrate an understanding of imagery and who can identify specific types of image. Other responses may only identify visual aspects of a poem without identifying the type of image. Reward engagement with language and evidence that the candidate appreciates why poets make language choices. Reward an appreciation of the link between meaning and language choice. Candidates may not treat their two chosen images equally.

Mark by impression **Ex 10 marks.**

Indicative material:

- Poet uses images to help you to visualise the event
- Images to encapsulate the theme
- Uses them to recreate the mood at the time
- Uses them to make the moment memorable for the reader
- Uses these images because of their associations
- Uses these images because of the impact of the language used
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                          | Mark Range<br>Ex 10 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly identifies two images from the poem and explains why the poet used them</b></li> <li>• Good use of supporting evidence from the poem</li> <li>• Writing well structured</li> <li>• Clear expression</li> <li>• Proficient spelling and written punctuation</li> </ul> | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Gives a reasonable explanation as to why the poet uses chosen images</li> <li>• Some use of supporting evidence from the poem</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Reasonable spelling and written punctuation</li> </ul>                      | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little or no supporting evidence from the poem</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• Poor spelling and written punctuation.</li> </ul>                                                  | 0 - 4               |

**Section B****Responding Imaginatively****75 marks****Question 5****(5 marks)**

The following words in bold appear in the post cards 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 x 1 mark)**

**(a) Companions**

- |                                |                                     |
|--------------------------------|-------------------------------------|
| people she dislikes            | <input type="checkbox"/>            |
| people she admires             | <input type="checkbox"/>            |
| people she is travelling with  | <input checked="" type="checkbox"/> |
| people she has known for years | <input type="checkbox"/>            |

**(b) Hues**

- |         |                                     |
|---------|-------------------------------------|
| shapes  | <input type="checkbox"/>            |
| colours | <input checked="" type="checkbox"/> |
| sizes   | <input type="checkbox"/>            |
| tastes  | <input type="checkbox"/>            |

**(c) Escapades**

- |            |                                     |
|------------|-------------------------------------|
| adventures | <input checked="" type="checkbox"/> |
| escapes    | <input type="checkbox"/>            |
| accidents  | <input type="checkbox"/>            |
| mistakes   | <input type="checkbox"/>            |

**(d) Reliving**

- |                           |                                     |
|---------------------------|-------------------------------------|
| doing the same thing      | <input checked="" type="checkbox"/> |
| doing the wrong thing     | <input type="checkbox"/>            |
| doing the right thing     | <input type="checkbox"/>            |
| doing something different | <input type="checkbox"/>            |

**(e) Achieve**

- |            |                                     |
|------------|-------------------------------------|
| to forget  | <input type="checkbox"/>            |
| to reach   | <input checked="" type="checkbox"/> |
| to give up | <input type="checkbox"/>            |
| to exceed  | <input type="checkbox"/>            |

**Question 6****(10 marks)**

Why do you think Aisling enjoyed her time in Brazil so much? Explain your answer with reference to the postcards on page ten.

Expect candidates to give reasons why Aisling's time spent in Brazil was enjoyable to her. Responses should be based on material found in the texts. However, candidates could introduce related generic material about the pleasures of travel. Expect candidates to explain why they think the aspects identified would make the experience enjoyable. Reward focus, development of ideas and clarity of expression.

Mark by impression **Ex 10 marks.**

Indicative material:

- Wonderful scenery
- New experiences
- Wildlife
- Adventurous challenges
- Different culture
- Following in her grandmother's footsteps
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                            | Mark Range<br>Ex 10 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate clearly explains why they think Aisling enjoyed her trip</b></li><li>• Good use of supporting material</li><li>• Writing well structured</li><li>• Clear expression</li><li>• Proficient spelling and written punctuation</li></ul>                              | 9 - 10              |
| Middle              | <ul style="list-style-type: none"><li>• Gives a reasonable explanation as to why they think Aisling enjoyed her trip</li><li>• Some use of supporting evidence from the postcards</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Reasonable spelling and written punctuation</li></ul> | 5 - 8               |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Little or no supporting evidence from the postcards</li><li>• Poorly structured</li><li>• Poor expression</li><li>• Poor spelling and written punctuation.</li></ul>                                     | 0 - 4               |

**Question 7****(10 marks)**

What evidence is there in the postcards on page ten to show that Aisling had a strong relationship with her grandmother? Explain your answer.

Expect candidates to use the text to show that Aisling had a strong relationship with her grandmother. Candidates should develop their ideas. Reward clear focus, development of ideas and clear expression.

Mark by impression **Ex 10 marks.**

Indicative material:

- The fact she sends her so many postcards
- The fact that she is following her grandmother's footsteps
- She takes her grandmother's advice
- The love and affection are evident
- She says the grandmother encouraged her
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                                          | Mark Range<br>Ex 10 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate clearly explains why they think Aisling had a strong relationship with her grandmother</b></li><li>• Good use of supporting material</li><li>• Writing well structured</li><li>• Clear expression</li><li>• Proficient spelling and written punctuation</li></ul>                              | 9 - 10              |
| Middle              | <ul style="list-style-type: none"><li>• Gives a reasonable explanation as to why they think Aisling had a strong relationship with her grandmother</li><li>• Some use of supporting evidence from the postcards</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Reasonable spelling and written punctuation</li></ul> | 5 - 8               |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Little or no supporting evidence from the postcards</li><li>• Poorly structured</li><li>• Poor expression</li><li>• Poor spelling and written punctuation.</li></ul>                                                                   | 0 - 4               |

**Question 8****(15 marks)**

Aisling says to her grandmother,

*“Thank you for always encouraging me to follow my dreams and achieve my goals.”*

Using **one** of the images A, B or C below, write a conversation where one of the people encourages the other to follow their dreams and to achieve their goals.

Candidates should base their response on one of the pictures only. Expect candidates to write a conversation between the two people in their chosen picture in which one person encourages the other to follow their dreams and to achieve their goals. Expect a variety of responses to this task with various dreams and goals. Reward appropriate register – encouragement. Candidates may use more colloquial expression. Reward natural, free-flowing dialogue.

Mark by impression **Ex 15 marks.**

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                                                   | Mark Range<br>Ex 15 |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate writes a convincing conversation based on one of the pictures, where one person encourages the other</b></li><li>• Writing well structured</li><li>• Clear / lively/ convincing expression</li><li>• Good sense of appropriate register</li><li>• Proficient spelling and written punctuation</li></ul> | 14 - 15             |
| Middle              | <ul style="list-style-type: none"><li>• Writes a reasonably good conversation based on one of the pictures, where one person encourages the other</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Some sense of appropriate register</li><li>• Reasonable spelling and written punctuation</li></ul>                           | 9 - 13              |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Poorly structured</li><li>• Poor expression</li><li>• No sense of appropriate register</li><li>• Poor spelling and written punctuation.</li></ul>                                                                                               | 0 - 8               |

**Question 9****(10 marks)**

Imagine that you are visiting an exciting place. Write a short postcard to a friend or family member about the adventures you are having.

Candidates are not required to write at length with this task. Better attempts may be succinct whilst addressing the purpose of the task. Candidates may model their response on the earlier texts provided. Allow for a broad interpretation of 'exciting place'. Reward use of appropriate register and tone.

Mark by impression **Ex 10 marks.**

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                                                 | Mark Range<br>Ex 10 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate writes an interesting postcard to a friend or family member about their visit to an exciting place</b></li><li>• Writing well structured</li><li>• Clear / lively/ convincing expression</li><li>• Good sense of appropriate register</li><li>• Proficient spelling and written punctuation</li></ul> | 9-10                |
| Middle              | <ul style="list-style-type: none"><li>• Candidate writes a postcard to a friend or family member about their visit to an exciting place</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Some sense of appropriate register</li><li>• Reasonable spelling and written punctuation</li></ul>                                   | 5-8                 |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Poorly structured</li><li>• Poor expression</li><li>• No sense of appropriate register</li><li>• Poor spelling and written punctuation.</li></ul>                                                                                             | 0 - 4               |

**Question 10****(25 marks)**

Read all parts of this question carefully before starting your answer.

**(a)** Choose a novel you have studied.

Candidates should choose a novel in line with what is prescribed for assessment in 2023.

Award **2 marks (1 + 1)** for title and author.

**(b)** Write a description of the place where the novel was set.

Expect candidates to write a description of the novel's setting. Better responses will include not just the physical/factual aspects of the setting but also the mindsets, opinions, attitudes that prevail and help to shape the setting. Reward sustained focus, analysis and clear expression.

Mark by impression **Ex 7 marks.**

| Quality of Response | Indicators                                                                                                                                                                                                                                                     | Mark Range<br>Ex 7 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate writes a clear and detailed description of the chosen text's setting</b></li><li>• Writing well structured</li><li>• Clear expression</li><li>• Proficient spelling and written punctuation</li></ul>     | 7                  |
| Middle              | <ul style="list-style-type: none"><li>• Description lacking in some areas</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Some sense of appropriate register</li><li>• Reasonable spelling and written punctuation</li></ul>     | 4 - 6              |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Poorly structured</li><li>• Poor expression</li><li>• No sense of appropriate register</li><li>• Poor spelling and written punctuation.</li></ul> | 0 - 3              |

**(c)** Choose a character from the novel. Explain how living in the place you have described, affected your chosen character.

Expect candidates to clearly name their chosen character. In responding, candidates should explore the ways in which their chosen character's life is influenced by the world that he/she lives in. Responses will vary depending on the text chosen. Reward focused, developed and well-expressed ideas.

Mark by impression **Ex 8 marks.**

Indicative material:

- Positive/negative influence
- Positive/negative emotions
- Creates challenges for character
- Character does/does not overcome challenges
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                             | Mark Range<br>Ex 8 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly explains how character is affected by the place</b></li> <li>• Ideas developed</li> <li>• Writing well structured</li> <li>• Clear expression</li> <li>• Proficient spelling and written punctuation</li> </ul>                                          | 7 - 8              |
| Middle              | <ul style="list-style-type: none"> <li>• Addresses the focus of the question to some extent</li> <li>• Some development of ideas</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> <li>• Reasonable spelling and written punctuation</li> </ul> | 4 - 6              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little/no development</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register</li> <li>• Poor spelling and written punctuation.</li> </ul>                  | 0 - 3              |

**(d)** Would you like to live in this place with this character? Explain your answer.

Candidates are free to respond that they would or would not like to live in this place with the character. They may identify reasons on both sides which is a valid response.

Candidates may overlook the 'with this character' aspect of the question and focus solely on the place itself. Better responses will not. Reward focused and developed ideas, clearly expressed.

Mark by impression **Ex 8 marks.**

Indicative material:

- Not attractive due to negative attributes
- Attractive due to positive attributes
- Yes because of aspects relating to the chosen character and/or setting
- No because of aspects relating to the chosen character and/or setting
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                             | Mark Range<br>Ex 8 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly explains why they would/would not like to live in place with chosen character</b></li> <li>• Ideas developed</li> <li>• Writing well structured</li> <li>• Clear expression</li> <li>• Proficient spelling and written punctuation</li> </ul>            | 7 - 8              |
| Middle              | <ul style="list-style-type: none"> <li>• Addresses the focus of the question to some extent</li> <li>• Some development of ideas</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> <li>• Reasonable spelling and written punctuation</li> </ul> | 4 - 6              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little/no development</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register</li> <li>• Poor spelling and written punctuation.</li> </ul>                  | 0 - 3              |

**Section C****Analysing and Creating****45 marks****Question 11****(15 marks)**

**(a)** Who directed the film *Apollo 11*?

Award **1 mark** for Todd Douglas Miller.

**(b)** Who became household names after the Apollo 11 mission?

Award **2 marks** (1 + 1) for Neil Armstrong and Buzz Aldrin

**(c)** Why was Apollo 11 the most celebrated mission for NASA?

Award **2 marks** for – first human mission to land on moon or words to that effect.

**(d)** Write a paragraph describing this film poster.

Expect candidates to describe the film poster. Reward evidence of good visual literacy skills. Reward analysis of light, colour, imagery, framing etc. Reward clear focus and expression. Mark by impression **Ex 10 marks**.

| Quality of Response | Indicators                                                                                                                                                                                                                                                     | Mark Range<br>Ex 10 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate writes a detailed paragraph describing the film poster</b></li><li>• Writing well structured</li><li>• Clear expression</li><li>• Proficient spelling and written punctuation</li></ul>                   | 9 - 10              |
| Middle              | <ul style="list-style-type: none"><li>• Paragraph lacks descriptive detail</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Some sense of appropriate register</li><li>• Reasonable spelling and written punctuation</li></ul>    | 5 - 8               |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Poorly structured</li><li>• Poor expression</li><li>• No sense of appropriate register</li><li>• Poor spelling and written punctuation.</li></ul> | 0 - 4               |

**Question 12****(5 x 1 marks)**

(a) What is the name of the film?

- |               |                                     |
|---------------|-------------------------------------|
| Apollo Eleven | <input checked="" type="checkbox"/> |
| Apollo Seven  | <input type="checkbox"/>            |
| Apollo Two    | <input type="checkbox"/>            |
| Apollo Even   | <input type="checkbox"/>            |

(b) What did each reviewer award the film?

- |                   |                                     |
|-------------------|-------------------------------------|
| twenty stars      | <input type="checkbox"/>            |
| eleven stars      | <input type="checkbox"/>            |
| five stars        | <input checked="" type="checkbox"/> |
| twenty-five stars | <input type="checkbox"/>            |

(c) What year did Apollo 11 land on the moon?

- |                     |                                     |
|---------------------|-------------------------------------|
| Nineteen ninety-six | <input type="checkbox"/>            |
| Nineteen sixteen    | <input type="checkbox"/>            |
| Nineteen sixty-six  | <input type="checkbox"/>            |
| Nineteen sixty-nine | <input checked="" type="checkbox"/> |

(d) What date in July did Apollo 11 land on the moon?

- |                  |                                     |
|------------------|-------------------------------------|
| the tenth        | <input type="checkbox"/>            |
| the twelfth      | <input type="checkbox"/>            |
| the twentieth    | <input checked="" type="checkbox"/> |
| the twenty-first | <input type="checkbox"/>            |

(e) What is the age rating for *Apollo 11*?

- |          |                                     |
|----------|-------------------------------------|
| twelve   | <input checked="" type="checkbox"/> |
| eighteen | <input type="checkbox"/>            |
| fifteen  | <input type="checkbox"/>            |
| none     | <input type="checkbox"/>            |

**Question 13****(10 marks)**

Imagine you are a newspaper reporter. Write a headline and the opening paragraph of a report about Armstrong and Aldrin landing on the moon.

Expect candidates to write a newspaper report about the first moon landing. Candidates are expected to write an accompanying headline. Reward candidates who demonstrate an awareness of how newspaper reports are written i.e. the 'W' questions, how to create attention grabbing headlines etc. Reward clarity and appropriate register. Candidates are free to adopt the conventions of any newspaper style.

**(a)** Headline for report.

Award 1 mark for standard response. Award **2 marks** for candidate who attempts something more eye-catching.

**(b)** Opening paragraph of report.

Mark by impression **Ex 8 marks**

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                       | Mark Range<br>Ex 8 |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate writes lively opening paragraph for newspaper report</b></li><li>• Writing well structured</li><li>• Clear and lively expression</li><li>• Good sense of register</li><li>• Proficient spelling and written punctuation</li></ul>           | 7 - 8              |
| Middle              | <ul style="list-style-type: none"><li>• Candidate writes reasonably good opening paragraph for newspaper report</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Some sense of appropriate register</li><li>• Reasonable spelling and written punctuation</li></ul> | 4 - 6              |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Poorly structured</li><li>• Poor expression</li><li>• No sense of appropriate register</li><li>• Poor spelling and written punctuation</li></ul>                                    | 0 - 3              |

**Question 14****(15 marks)**

- (a) Name a film you have studied.

Award **1 mark** for title of film. Award **1 mark** for the director.

- (b) You have been asked to create a radio advertisement for your studied film. Your advertisement should promote the film by referring to three things that you think would encourage people to watch the film. Write the text of a script for the advertisement.

Expect candidates to write a script advertising the film they have studied by highlighting three aspects of the film that they think would encourage people to watch the film.

Reward use of appropriate language and register. Reward use of language that attempts to be persuasive. Candidates may include both dialogue and sound effects. Candidates may approach the format of the task in a variety of ways. Reward originality, quality of ideas and expression.

Mark by impression **Ex 13 marks**.

Indicative material: Responses could focus on:

- Characters
- Plot
- Message/theme
- Relationships
- Music/effects could be described
- Etc.

| Quality of Response | Indicators                                                                                                                                                                                                                                                                                                                                                     | Mark Range<br>Ex 13 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"><li>• <b>Candidate writes script for radio advertisement that would encourage people to see the film</b></li><li>• Writing well structured</li><li>• Clear, lively, appealing expression</li><li>• Good sense of register – particularly persuasive language</li><li>• Proficient spelling and written punctuation</li></ul> | 12 - 13             |
| Middle              | <ul style="list-style-type: none"><li>• Candidate writes reasonably good script with some good aspects</li><li>• Reasonably well structured</li><li>• Lapses in expression</li><li>• Some sense of appropriate register</li><li>• Reasonable spelling and written punctuation</li></ul>                                                                        | 6 - 11              |
| Low                 | <ul style="list-style-type: none"><li>• Doesn't appear to understand task – drifts away from focus</li><li>• Poorly structured</li><li>• Poor expression</li><li>• No sense of appropriate register</li><li>• Poor spelling and written punctuation.</li></ul>                                                                                                 | 0 - 5               |

## 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 of Quality

| Quality of Response | Question 2 - Modified Indicators                                                                                                                                                                                                         | Mark Range<br>Ex 10 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly outlines a theme present in the poem</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the poem</li> <li>• Clear expression/well ordered</li> </ul>     | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Suggests a theme – not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> </ul>               | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Candidate does not clearly identify a theme – lapses into summary</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language.</li> </ul> | 0 - 4               |

| Quality of Response | Question 3 – Modified Indicators                                                                                                                                                                                                                                             | Mark Range<br>Ex 15 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Writing in the first person, candidate expresses thoughts and feelings about going back to school in diary format</b></li> <li>• Writing well structured</li> <li>• Clear expression – strong sense of voice/register</li> </ul> | 14 - 15             |
| Middle              | <ul style="list-style-type: none"> <li>• Diary entry – with some lapses and loss of focus</li> <li>• Reasonably well structured</li> <li>• Lapses in expression - some sense of register</li> </ul>                                                                          | 9 - 13              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression.</li> </ul>                                                                                                      | 0 - 8               |

| Quality of Response | Question 4(c) - Modified Indicators                                                                                                                                                                                                                                         | Mark Range<br>Ex 10 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate explains clearly why the memory or event is important for the poet</b></li> <li>• Good use of supporting evidence from the poem</li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul>             | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Gives a reasonable explanation clearly why the memory or event is important for the poet</li> <li>• Some use of supporting evidence from the poem</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> </ul> | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little or no supporting evidence from the poem</li> <li>• Poorly structured</li> <li>• Poor expression.</li> </ul>                                           | 0 - 4               |

| Quality of Response | Question 4(d) – Modified Indicators                                                                                                                                                                                                                                          | Mark Range<br>Ex 10 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly identifies two images from the poem and explains why the poet used them</b></li> <li>• Good use of supporting evidence from the poem</li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul> | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Gives a reasonable explanation as to why the poet uses chosen images</li> <li>• Some use of supporting evidence from the poem</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> </ul>                      | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little or no supporting evidence from the poem</li> <li>• Poorly structured</li> <li>• Poor expression.</li> </ul>                                            | 0 - 4               |

| Quality of Response | Question 6 - Modified Indicators                                                                                                                                                                                                                                     | Mark Range<br>Ex 10 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly explains why they think Aisling enjoyed her trip</b></li> <li>• Good use of supporting material</li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul>                              | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Gives a reasonable explanation as to why they think Aisling enjoyed her trip</li> <li>• Some use of supporting evidence from the postcards</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> </ul> | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little or no supporting evidence from the postcards</li> <li>• Poorly structured</li> <li>• Poor expression.</li> </ul>                               | 0 - 4               |

| Quality of Response | Question 7 – Modified Indicators                                                                                                                                                                                                                                                                   | Mark Range<br>Ex 10 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly explains why they think Aisling had a strong relationship with her grandmother</b></li> <li>• Good use of supporting material</li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul>                              | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Gives a reasonable explanation as to why they think Aisling had a strong relationship with her grandmother</li> <li>• Some use of supporting evidence from the postcards</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> </ul> | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little or no supporting evidence from the postcards</li> <li>• Poorly structured</li> <li>• Poor expression.</li> </ul>                                                             | 0 - 4               |

| Quality of Response | Question 8 - Modified Indicators                                                                                                                                                                                                                                                                            | Mark Range<br>Ex 15 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate writes a convincing conversation based on one of the pictures, where one person encourages the other</b></li> <li>• Writing well structured</li> <li>• Clear / lively/ convincing expression</li> <li>• Good sense of appropriate register</li> </ul> | 14 - 15             |
| Middle              | <ul style="list-style-type: none"> <li>• Writes a reasonably good conversation based on one of the pictures, where one person encourages the other</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul>                           | 9 - 13              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register.</li> </ul>                                                                                         | 0 - 8               |

| Quality of Response | Question 9 - Modified Indicators                                                                                                                                                                                                                                                                          | Mark Range<br>Ex 10 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate writes an interesting postcard to a friend or family member about their visit to an exciting place</b></li> <li>• Writing well structured</li> <li>• Clear / lively/ convincing expression</li> <li>• Good sense of appropriate register</li> </ul> | 9-10                |
| Middle              | <ul style="list-style-type: none"> <li>• Candidate writes a postcard to a friend or family member about their visit to an exciting place</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul>                                   | 5-8                 |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register</li> </ul>                                                                                        | 0 - 4               |

| Quality of Response | Question 10(b) - Modified Indicators                                                                                                                                                                                | Mark Range<br>Ex 7 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate writes a clear and detailed description of the chosen text's setting</b></li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul>            | 7                  |
| Middle              | <ul style="list-style-type: none"> <li>• Description lacking in some areas</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul>           | 4 - 6              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register.</li> </ul> | 0 - 3              |

| Quality of Response | Question 10(c) - Modified Indicators                                                                                                                                                                                                                            | Mark Range<br>Ex 8 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly explains how character is affected by the place</b></li> <li>• Ideas developed</li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul>                                          | 7 - 8              |
| Middle              | <ul style="list-style-type: none"> <li>• Addresses the focus of the question to some extent</li> <li>• Some development of ideas</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul> | 4 - 6              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little/no development</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register.</li> </ul>            | 0 - 3              |

| Quality of Response | Question 10(d) - Modified Indicators                                                                                                                                                                                     | Mark Range<br>Ex 8 |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate clearly explains why they would/would not like to live in place with chosen character</b></li> <li>• Ideas developed</li> <li>• Writing well structured</li> </ul> | 7 - 8              |

|        |                                                                                                                                                                                                                                                                 |       |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|        | <ul style="list-style-type: none"> <li>• Clear expression</li> </ul>                                                                                                                                                                                            |       |
| Middle | <ul style="list-style-type: none"> <li>• Addresses the focus of the question to some extent</li> <li>• Some development of ideas</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul> | 4 - 6 |
| Low    | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Little/no development</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register</li> </ul>             | 0 - 3 |

| Quality of Response | Question 11(d) - Modified Indicators                                                                                                                                                                                | Mark Range<br>Ex 10 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate writes a detailed paragraph describing the film poster</b></li> <li>• Writing well structured</li> <li>• Clear expression</li> </ul>                          | 9 - 10              |
| Middle              | <ul style="list-style-type: none"> <li>• Paragraph lacks descriptive detail</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul>          | 5 - 8               |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register.</li> </ul> | 0 - 4               |

| Quality of Response | Question 13 (b) - Modified Indicators                                                                                                                                                                                                           | Mark Range<br>Ex 8 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate writes lively opening paragraph for newspaper report</b></li> <li>• Writing well structured</li> <li>• Clear and lively expression</li> <li>• Good sense of register</li> </ul>           | 7 - 8              |
| Middle              | <ul style="list-style-type: none"> <li>• Candidate writes reasonably good opening paragraph for newspaper report</li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul> | 4 - 6              |

|     |                                                                                                                                                                                                                    |       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Low | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register</li> </ul> | 0 - 3 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

| Quality of Response | Question 14 (b) - Modified Indicators                                                                                                                                                                                                                                                                         | Mark Range<br>Ex 13 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| High                | <ul style="list-style-type: none"> <li>• <b>Candidate writes script for radio advertisement that would encourage people to see the film</b></li> <li>• Writing well structured</li> <li>• Clear, lively, appealing expression</li> <li>• Good sense of register – particularly persuasive language</li> </ul> | 12-13               |
| Middle              | <ul style="list-style-type: none"> <li>• <b>Candidate writes reasonably good script with some good aspects</b></li> <li>• Reasonably well structured</li> <li>• Lapses in expression</li> <li>• Some sense of appropriate register</li> </ul>                                                                 | 6 - 11              |
| Low                 | <ul style="list-style-type: none"> <li>• Doesn't appear to understand task – drifts away from focus</li> <li>• Poorly structured</li> <li>• Poor expression</li> <li>• No sense of appropriate register</li> </ul>                                                                                            | 0 - 5               |

## Appendix 2: Note in relation to prescription 2023

The prescribed texts for 2023 are outlined in DES Circular 0037/18. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

For question 10, if the candidate uses an unprescribed novel, mark the answer on its merits and award half the marks, rounding the number down.

i.e. Final global mark 17. Divide by 2 = 8.5. Award 8 marks.

### Appendix 3: Grade Distribution

|                    |           |
|--------------------|-----------|
| Distinction        | 162 - 180 |
| Higher Merit       | 135 - 161 |
| Merit              | 99 - 134  |
| Achieved           | 72 – 98   |
| Partially Achieved | 36 – 71   |
| Not Graded         | <36       |

### Appendix 4: Annotations used in online marking

| Symbol                                                                              | Description          | Meaning                                |
|-------------------------------------------------------------------------------------|----------------------|----------------------------------------|
|  | Cross                | Incorrect                              |
|  | Horizontal Wavy Line | Error in spelling or grammar           |
|  | Tick                 | Correct                                |
|  | Vertical Wavy Line   | Seen                                   |
| <b>MMS</b>                                                                          | <b>MMS</b>           | <b>Modified Marking Scheme Applied</b> |