



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2024

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
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 skillful 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 of this examination paper is

Journeys and Adventure

Question 1

(10 marks)

Base your answers on **Text A** printed above. Place a tick ✓ in the box beside the correct answer. Tick one box only in each case.

(a) When did his sister give him the nickname Bear?

- | | |
|---------------------------|-------------------------------------|
| When he was one day old | ☐ |
| When he was one month old | ☐ |
| When he was one week old | ☒ |
| When he was one | ☐ |

(b) During his service in the army, Bear,

- | | |
|--------------------------------|-------------------------------------|
| fell off a mountain | ☐ |
| broke his back in three places | ☒ |
| fell into the ice | ☐ |
| got lost in a jungle | ☐ |

(c) What does the word hazardous mean?

- | | |
|-----------|-------------------------------------|
| Exciting | ☐ |
| Difficult | ☐ |
| Dangerous | ☒ |
| Lonely | ☐ |

(d) Bear Grylls was almost killed on Mount Everest when ice cracked at:

- | | |
|------------------------|-------------------------------------|
| nine hundred feet | ☐ |
| nineteen thousand feet | ☒ |
| nine thousand feet | ☐ |
| ninety thousand feet | ☐ |

(e) When did Bear Grylls climb Mount Everest?

- | | |
|-----------------------|-------------------------------------|
| Nineteen ninety-eight | ☒ |
| Nineteen eighty-three | ☐ |
| Nineteen twenty-three | ☐ |
| Nineteen ninety | ☐ |

Question 2**(10 marks)**

Based on what you have read in both of the texts on pages 3 and 4, what do you think got Bear Grylls 'hooked on adventure'?

Expect candidates to engage with what gave Bear Grylls a thirst for excitement and adventure. Allow for a variety of responses. Responses should be based on material contained in the text provided. Reward focus development and clear expression.

Mark by impression Ex 10

Indicative material:

- His childhood adventures with his father
- Joining the scouts
- Early acceptance into the army
- Love of the outdoors
- Etc.

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate clearly outlines why they think he was hooked on adventure • Justifies their ideas clearly • Clear expression/well ordered • Proficient spelling and written punctuation	9 - 10
Middle	• Offers suggestions – not entirely convincing • Justification lacks clarity • Lapses in expression – control over writing • Reasonable spelling and written punctuation	6 - 8
Low	• Candidate does not clearly understand the task and give clear reasons • Unclear • Poor expression and control over language • Poor spelling and written punctuation	0 - 5

Question 3**(15 marks)**

Imagine you are Bear Grylls. Based on what you have learned about him in the texts on pages 3 and 4, write a short diary entry in which you show his love of adventure.

Expect candidates to write in the first person using a diary format. The response should reflect thoughts and feelings suggestive of a person with a love of adventure. Allow for a range of responses. Candidates may use the texts or imagine new adventures. Award appropriate register and expression and a focus on the task.

Mark by impression Ex 15

Quality of Response	Indicators	Mark Range Ex 15
High	• Candidate successfully creates a text in diary format reflecting a person with a thirst for adventure • Clever ideas/material • Clear expression • Appropriate register for diary • Proficient spelling and written punctuation	14 - 15
Middle	• Diary entry - not entirely convincing • Material lacking originality • Lapses in expression • Poor sense of register • Reasonable spelling and written punctuation	9 - 13
Low	• Candidate does not clearly understand the task • Poor material • Poor expression • Poor sense of register • Poor spelling and written punctuation	0 - 8

Question 4**(15 marks)**

Imagine a film is being made about Tom Crean's life. Write the text for a voice-over that would accompany a trailer for the film using the information in Text C on page 8. You may include descriptions of visual and sound effects for the trailer.

Expect candidates to write a voice-over for a film trailer. Allow for a variety of approaches to the task. Expect an appropriate register – an attempt to persuade people to go to see the film. Tone and register is important here as candidates should demonstrate awareness of both genre and audience. Candidates should utilise the material in the Fast Facts text. Sound/visual effects may be referred to in the text. Reward appropriate expression and creativity.

Mark by impression Ex 15

Quality of Response	Indicators	Mark Range Ex 15
High	• Candidate creates a voice-over for film trailer, drawing on Text C – that would encourage others to see the film • Clever ideas/material • Clear expression • Appropriate register for voice-over • Proficient spelling and written punctuation	14 - 15
Middle	• Voice-over - not entirely convincing • Material lacking originality • Lapses in expression • Poor sense of register • Reasonable spelling and written punctuation	9 - 13
Low	• Candidate does not clearly understand the task • Poor material • Poor expression • Poor sense of register • Poor spelling and written punctuation	0 - 8

Question 5**(10 marks)**

Study the information on the poster *What to Wear in Antarctica: Then And Now*, and answer the questions on page 11.

- (a) Based on what you can see in the poster, complete the following prompt: It would have been difficult to survive in Antarctica **THEN** because...

Based on what can be seen on the left- hand side of the graphic candidates should highlight the difficulties evident for surviving in the Antarctic. Reward focus and clear expression. Candidates are free to refer to all parts of the image.

Indicative material:

- Clothing looks uncomfortable
- Clothing made from wool – wet
- Clothing looks homemade
- Equipment looks basic
- Etc

Award **5 marks** in line with Table 1

Table 1

Good attempt	Reasonable attempt	Poor attempt	Attempt of no merit
5	3	2	0

- (b) Based on what you can see in the poster, complete the following prompt: It would be easier to survive in Antarctica **NOW** because...

Indicative material:

- Better equipment
- Warmer clothing
- Light weight clothing
- Much better materials
- Etc.

Based on what can be seen in the graphic candidates should highlight the reasons why it would be easier to survive in the Antarctic now. Reward focus and clear expression. Candidates are free to refer to all parts of the image.

Award **5 marks** in line with table below

Good attempt	Reasonable attempt	Poor attempt	Attempt of no merit
5	3	2	0

Section B**Writing for a Variety of Purposes****50 marks****Question 6****(20 marks)**

Inspired by **one** of the pictures below, write a short article to persuade young people that:

“If you have the will and the determination, you can make things happen.”

Give your article a suitable title. You may not use the line above.

Expect candidates to write an article about achievement – through determination inspired by one of the pictures provided. Allow for a variety of approaches. Allow for a variety of styles for the article. Use of language may be either formal or informal or a mixture of both. Candidates should link their article to their chosen image but are free to only use this image as their starting point. Equally they may explore this image as the focus of their article. Tone should be clearly identifiable as persuasive, positive, inspiring, encouraging etc. Reward clear expression, focused ideas and an appropriate register. Candidates should give their article a suitable title. Award 2 marks for any reasonable title.

Mark by impression Ex 18

Quality of Response	Indicators	Mark Range Ex 18
High	• Candidate writes an article on the theme of how determination can lead to achievement • Clever ideas/material • Clear expression • Appropriate register • Proficient spelling and written punctuation	17-18
Middle	• Article not entirely convincing • Material lacking originality • Lapses in expression • Poor sense of register • Reasonable spelling and written punctuation	9-16
Low	• Candidate does not clearly understand the task • Poor material • Poor expression • Poor sense of register • Poor spelling and written punctuation	0 – 8

Question 7**(30 marks)**

Read parts **(a)**, **(b)** and **(c)** before starting your answer.

(a) Choose a novel that you have studied and name an important character in the novel.

Title of novel: Award 1 mark

Author: Award 1 mark

Name of character: Award 1 mark

(b) What did you think of your chosen character at the opening of the novel?

Expect candidates to outline their first impressions of a chosen character. Expect these impressions to be based on behaviour/action/thoughts revealed from their initial encounter with this character. Reward focused, coherent and well-expressed ideas.

Mark by impression Ex 7

Quality of Response	Indicators	Mark Range Ex 7
High	• Candidate gives a clear first impression of the character • Clever ideas/material • Clear expression • Writing well organised and supported • Proficient spelling and written punctuation	6-7
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence • Reasonable spelling and written punctuation	3 – 5
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing • Poor spelling and written punctuation	0 – 2

(c) Describe how an important event in the novel affected your chosen character.

Expect candidates to choose a significant event from the novel and to describe how it affected their chosen character. Allow for a liberal interpretation of 'significant event'. Reward focused, coherent and well-expressed writing. Expect more than just a summary of the event – candidate should explore its impact on the character.

Mark by impression Ex 10

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate clearly describes the impact of an event on their character • Clever ideas/material • Clear expression • Writing well organised and supported • Proficient spelling and written punctuation	9 - 10
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence • Reasonable spelling and written punctuation	6 – 8
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing • Poor spelling and written punctuation	0 – 5

(d) Write a short email to your chosen character telling them what you think about a decision he or she made in the course of the novel.

Expect candidates to outline their views on a decision made by chosen character in an email format. Expect some explanation of the decision being focused on. Expect candidates to develop their views. Reward focused, well expressed writing.

Mark by impression Ex 10

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate outlines their views on a decision made by chosen character in an email format • Clever ideas/material • Clear expression • Writing well organised and supported • Proficient spelling and written punctuation	9 - 10
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence • Reasonable spelling and written punctuation	6 - 8
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing • Poor spelling and written punctuation	0 - 5

Section C

Responding Imaginatively

70 marks

Question 8

(10 marks)

From your understanding of the poem, place a tick ✓ in the box beside the correct answer.
Tick one box only in each case.

(a) What does the phrase, to sun lazily mean?

- | | |
|-------------------------|-------------------------------------|
| To run along the beach | ☐ |
| To walk beside the pool | ☐ |
| To take a brisk walk | ☐ |
| To relax and sunbathe | ☒ |

(b) What does the phrase glacier packed mountain tops mean?

- Mountains in summer sunshine ☐
- Mountains that are covered in ice ☒
- Mountains with lots of forests ☐
- Very cold valleys ☐

(c) What does the word instant mean as it is used in this poem?

- Hourly ☐
- Emergency ☐
- Immediately ☒
- Slowly ☐

(d) What does the poet describe in this poem?

- Places in the world the poet has worked ☐
- Images that the poet has viewed on a computer ☒
- Places the poet would hate to visit ☐
- Places that don't exist ☐

(e) What does the phrase *Exotic faraway landscapes* mean?

- Dull and isolated places ☐
- Busy cities ☐
- The countryside ☐
- Exciting and distant lands ☒

Question 9

(10 marks)

The editor of a travel magazine has decided to use each of the following lines from the poem as captions for photographs in the magazine. Write a short description of the photograph that you think should accompany each caption.

- (a) *Stroll white sand beaches on tropic isles*
- (b) *Green country sides and floral valleys*

In each case, expect candidates to write a description of what they visualise from the line. Allow for a variety of approaches to the task. Expect photograph description to include beach, white sand, tropical features; Expect photograph description to feature countryside images and floral images/features

Some better candidates might move imaginatively beyond what is given in the line. Allow for a creative response. Reward focus, coherence and clear expression.

Mark **2 × 5** in line with table below.

Good attempt	Reasonable attempt	Poor attempt	Attempt of no merit
5	3	2	0

Question 10

(10 marks)

You are entering a competition to win a trip to the destination of your dreams. To enter, you are required to write a short paragraph explaining why the place you name is the destination of your dreams. Write the text of your paragraph below.

Expect candidates to write a reflective piece on why they would like to visit their nominated destination. Allow for a variety of approaches. Reward reflective and persuasive approach. Accept all destinations, real or imaginary. Reward clear and engaging expression.

Mark by impression Ex 10

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate writes strong persuasive and reflective piece on their chosen destination • Clear and engaging expression • Good sense of persuasiveness • Writing well organised and supported • Proficient spelling and written punctuation	9 – 10
Middle	• Loses some focus on the task • Lapses in expression • Some sense of persuasiveness • Some loss of coherence • Reasonable spelling and written punctuation	6 – 8
Low	• Candidate does not clearly understand the task • Poor expression • Little sense of persuasiveness • Poorly organised writing • Poor spelling and written punctuation	0 – 5

Question 11**(40 marks)**

Read all parts of this question before starting your answer. Choose a poem that you have studied and answer questions **(a)**, **(b)** and **(c)** in the spaces below. You may not use the poem printed on this paper for your answer.

(a) Name the poem and the poet

Title of poem: **1 mark**

Name of poet: **1 mark**

(b) What were your first thoughts when you read your chosen poem?

Expect candidates to outline briefly their initial thoughts in relation to their chosen poem. Allow for a variety of responses. Reward focus, engagement with the poem and clarity of expression.

Mark by impression Ex 8

Indicative material:

- Likes/disliked
- Didn't understand
- Found it interesting
- Shared experience
- Etc.

Quality of Response	Indicators	Mark Range Ex 8
High	• Candidate gives a clear outline of first thoughts on reading poem • Clever ideas/material • Clear expression • Writing well organised and supported • Proficient spelling and written punctuation	7 – 8
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence • Reasonable spelling and written punctuation	3 – 6
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing • Poor spelling and written punctuation	0 – 2

- (c) Imagine you are making a short film version of your chosen poem. What three images would you include in the film to show viewers what you think is most important in the poem? Give a reason for each image.

Expect candidates to nominate three images and to explain why they think these images show what is most important in the poem. Allow for a liberal interpretation of 'Images'. Candidates could choose imagery from the poem or interpret the term more generally and offer relevant pictures - not taken directly from the poem. Reward well-focused writing, engagement with and knowledge of their chosen poem and well-structured responses.

Mark by impression Ex 10 x 3

Quality of Response	Indicators	Mark Range Ex 10
High	• Candidate nominates three images and explains why they show what is most important • Good knowledge of poem shown • Clear expression • Good sense of audience/register • Writing well organised and supported • Proficient spelling and written punctuation	9 – 10
Middle	• Nominates images – not entirely convincing • Some engagement with the poem • Lapses in expression • Good sense of audience/register • Some loss of coherence • Reasonable spelling and written punctuation	6-8
Low	• Candidate does not clearly understand the task • Poor expression • Little sense of audience/register • Poorly organised writing • Poor spelling and written punctuation	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?
- **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 Ex 10
High	• Candidate clearly outlines why they think he was hooked on adventure • Justifies their ideas clearly • Clear expression/well ordered	9 - 10
Middle	• Offers suggestions – not entirely convincing • Justification lacks clarity • Lapses in expression – control over writing	6 - 8
Low	• Candidate does not clearly understand the task and give clear reasons • Unclear • Poor expression and control over language	0 - 5

Quality of Response	Question 3: Modified Indicators	Mark Range Ex 15
High	• Candidate successfully creates a text in diary format reflecting a person with a thirst for adventure • Clever ideas/material • Clear expression • Appropriate register for diary	14 - 15
Middle	• Diary entry - not entirely convincing • Material lacking originality • Lapses in expression • Poor sense of register	9 - 13
Low	• Candidate does not clearly understand the task • Poor material • Poor expression • Poor sense of register	0 - 8

Quality of Response	Question 4: Modified Indicators	Mark Range Ex 15
High	• Candidate creates a voice-over for film trailer, drawing on Text C – that would encourage others to see the film • Clever ideas/material • Clear expression • Appropriate register for voice-over	14 - 15
Middle	• Voice-over - not entirely convincing • Material lacking originality • Lapses in expression • Poor sense of register	9 - 13
Low	• Candidate does not clearly understand the task • Poor material • Poor expression • Poor sense of register	0 - 8

Quality of Response	Question 6: Modified Indicators	Mark Range Ex 18
High	• Candidate writes an article on the theme of how determination can lead to achievement • Clever ideas/material • Clear expression • Appropriate register	17 - 18
Middle	• Article not entirely convincing • Material lacking originality • Lapses in expression • Poor sense of register	9 - 16
Low	• Candidate does not clearly understand the task • Poor material • Poor expression • Poor sense of register	0 - 8

Quality of Response	Question 7 (b) Modified Indicators	Mark Range Ex 7
High	• Candidate gives a clear first impression of the character • Clever ideas/material • Clear expression • Writing well organised and supported	6-7
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence	3 - 5
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing	0 - 2

Quality of Response	Question 7 (c): Modified Indicators	Mark Range Ex 10
High	• Candidate clearly describes the impact of an event on their character • Clever ideas/material • Clear expression • Writing well organised and supported	9 - 10
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence	6 - 8
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing	0 - 5

Quality of Response	Question 7 (d): Modified Indicators	Mark Range Ex 10
High	• Candidate outlines their views on a decision made by chosen character in an email format • Clever ideas/material • Clear expression • Writing well organised and supported	9 - 10
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence	6 - 8
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing	0 - 5

Quality of Response	Question 10: Modified Indicators	Mark Range Ex 10
High	• Candidate writes strong persuasive and reflective piece on their chosen destination • Clear and engaging expression • Good sense of persuasiveness • Writing well organised and supported	9 - 10
Middle	• Loses some focus on the task • Lapses in expression • Some sense of persuasiveness • Some loss of coherence	6 - 8
Low	• Candidate does not clearly understand the task • Poor expression • Little sense of persuasiveness • Poorly organised writing	0 - 5

Quality of Response	Question 11 (b): Modified Indicators	Mark Range Ex 8
High	• Candidate gives a clear outline of first thoughts on reading poem • Clever ideas/material • Clear expression • Writing well organised and supported	7 - 8
Middle	• Loses some focus on the task • Reasonable ideas • Lapses in expression • Some loss of coherence	3 - 6
Low	• Candidate does not clearly understand the task - summarises • Poor ideas • Poor expression • Poorly organised writing	0 - 2

Quality of Response	Question 11 (c): Modified Indicators	Mark Range Ex 10
High	• Candidate nominates three images and explains why they show what is most important • Good knowledge of poem shown • Clear expression • Good sense of audience/register • Writing well organised and supported	9 - 10
Middle	• Nominates images – not entirely convincing • Some engagement with the poem • Lapses in expression • Good sense of audience/register • Some loss of coherence	5 - 8
Low	• Candidate does not clearly understand the task • Poor expression • Little sense of audience/register • Poorly organised writing	0 - 4

Appendix 2: Note in relation to prescription 2024

The prescribed texts for 2024 are outlined in DES Circular **0014/2022**. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

For question 7, 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
MMS	MMS	Modified Marking Scheme Applied