



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2025

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 skilful and ambitious language use - Spell and use punctuation very accurately.
Middle	A candidate's response will: - focus on question / task with varying degrees of success - some lapses – perhaps not fully sustained throughout - Present thinking that is relevant to the task, demonstrating some insight and reflection - Bring some level of development to their ideas and use relevant supporting material - Demonstrate an awareness of structure / paragraphing – perhaps not fully sustained throughout - Use a register appropriate to the task, perhaps not fully sustained throughout - Be expressed in a generally clear and competent manner, with some lapses - Demonstrate a good standard of spelling and use of punctuation – with occasional error.
Low	A candidate's response will: - Struggle to address the question / task, perhaps showing a lack of understanding – many lapses – may rely on summary - Present ideas that are unclear, not relevant to the task, demonstrating poor insight and reflection - Offer little development of their ideas and use no or limited supporting material - Demonstrate little awareness of structure / paragraphing giving the work a disorganised / incoherent quality - Be poorly expressed showing a lack of clarity – frequent lapses - Spell and use punctuation poorly – with significant error.

The theme for this examination paper is
Different Viewpoints

Section A	Analysing Information	30 marks
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Question 1

(10 marks)

- (a) How long can a chimpanzee live for?

They can live for up to 40-50 years in the wild, and more than 60 years in zoos.

Candidates are expected to respond with both age ranges, *'Up to 40-50 years in the wild, and more than 60 years in zoos'* for full marks.

Mark **Ex 5 marks** in line with the table below.

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

- (b) What helps chimpanzees climb trees?

Chimpanzees have long arms, hands, and fingers, which help them climb trees.

Candidates may present a different sentence but must include the following:

'have long arms, hands, and fingers'

Mark **Ex 5 marks** in line with the table below.

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

Question 2

(10 marks)

Look carefully at the article, **Fast Facts Chimpanzees**. Answer the questions below. Choose the correct answer, as they are used in the article, by placing a tick ✓ in the appropriate box. Tick **one** box only in each case.

Each correct answer **marks x 2**

- (a) What are habitats, as used in the article on page 3?

Living place ☒

Cave ☐

Treetop ☐

(b) What is the meaning of the word mainly, as used in the article on page 3?

- | | |
|--------|-------------------------------------|
| Maybe | ☐ |
| Mostly | ☒ |
| Might | ☐ |

(c) What does the word recognise mean, as used in the article on page 4?

- | | |
|----------|-------------------------------------|
| Identify | ☒ |
| Remember | ☐ |
| Remind | ☐ |

(d) What does the word reassure mean, as used in the article on page 4?

- | | |
|---------|-------------------------------------|
| Tell | ☐ |
| Talk | ☐ |
| Comfort | ☒ |

(e) What is the meaning of predators, as used in the article on page 4?

- | | |
|-----------|-------------------------------------|
| Friends | ☐ |
| Ancestors | ☐ |
| Enemies | ☒ |

Question 3

(10 marks)

Look carefully at the article **Fast Facts Chimpanzees**. From your reading of this article, do you think that chimpanzees are clever animals? Give reasons for your answer.

Mark by impression **Ex 10 marks**.

Expect candidates to express whether or not they think that chimpanzees are clever animals. They may express an opinion that is somewhere between the two. Expect candidates to focus their response on the information provided in the article. Reward clear focus, development of ideas and clear expression. Expect candidates to refer to the text to support their response.

Indicative material:

- Chimpanzees can use tools.
- They can recognise themselves in a mirror.
- They can show affection to reassure or calm down another chimpanzee.
- They share the same ancestry as humans.
- Etc.

Quality of Response	Question 3 Indicators	Mark Range Ex 10
High	• Candidate states their opinion and explains clearly why they think that chimpanzees are clever or not • Good use of supporting evidence from the text • Writing well-structured • Clear expression • Proficient spelling and written punctuation	9-10
Middle	• Gives a reasonably clear explanation why they think that chimpanzees are clever or not • Some use of supporting evidence from the text • Reasonably well-structured • Lapses in expression • Reasonable spelling and written punctuation	6-8
Low	• Doesn't appear to understand task – drifts away from focus • Little or no supporting evidence from the text • Poorly structured • Poor expression • Poor spelling and written punctuation	0-5

Question 4

(10 marks)

Look carefully at the poem, *A Tiger in the Zoo*, on page 7. Answer the questions below. Choose the correct answer, as they are used in the poem, by placing a tick ✓ in the appropriate box. Tick **one** box only in each case.

Each correct answer **marks x 2**

(a) Stalks

- | | |
|---------|-------------------------------------|
| Sits | ☐ |
| Skips | ☐ |
| Strides | ☒ |

(b) Rage

- | | |
|--------|-------------------------------------|
| Attack | ☐ |
| Anger | ☒ |
| Annoy | ☐ |

(c) Lurking

- | | |
|---------------|-------------------------------------|
| Lying in wait | ☒ |
| Lying down | ☐ |
| Lying beside | ☐ |

(d) Snarling

- | | |
|----------|-------------------------------------|
| Growling | ☒ |
| Grabbing | ☐ |
| Growing | ☐ |

(e) Ignoring

- | | |
|---------------------|-------------------------------------|
| Taking care of | ☐ |
| Taking no notice of | ☒ |
| Taking risks | ☐ |

Question 5**(15 marks)**

(a) What impression do we get of the tiger in stanzas 1 and 4?

Expect candidates to focus their description on the tiger in the cage, pacing, vivid stripes and full of quiet anger (stanza 1) and the tiger locked away, ignoring visitors (stanza 4).

Candidates are free to provide their own interpretation of these two stanzas, maintaining a focus on the image of a tiger locked away.

Mark **Ex 5 marks** in line with the table below.

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

(b) What impression do we get of the tiger in stanzas 2 and 3?

Expect candidates to focus their description on the tiger as a free animal, lurking in the grass, stalking prey (stanza 2) and the tiger snarling, terrorising, and baring his fangs and teeth (stanza 3).

Candidates are free to provide their own interpretation of these two stanzas, maintaining a focus on the tiger as he should be in the wild.

Mark **Ex 5 marks** in line with the table below.

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

(c) What do you think the tiger is thinking about in stanza 5?

Expect candidates to provide for the thoughts that the tiger may have at night, listening to the cars and staring at the stars. Allow for a broad range of responses to this question. Reward imaginative and insightful responses.

Mark **Ex 5 marks** in line with the table below.

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

Question 6**(15 marks)**

Think about a poem you have studied that explored an important theme. You may not use the poem printed on this paper.

(a) Name of poem **x 1 mark**

Name of poet **x 1 mark**

(b) What was the important theme in this poem?

Expect candidates to clearly state the theme of their chosen poem.

Mark by impression **Ex 3 marks.**

(c) Describe one image the poet used to show this important theme.

Expect candidates to describe an image used in the poem that clearly links to the stated theme in part (b).

Mark by impression **Ex 10 marks.**

Quality of Response	Question 6 Indicators	Mark Range Ex 10
High	• Candidate provides a clear description of one image that demonstrates a strong link to the stated theme in part (b) • Makes specific reference to the chosen poem • Writing well-structured • Clear expression • Proficient spelling and written punctuation	9-10
Middle	• Gives a reasonable description of the image, image links somewhat to the stated theme in part (b) • Makes some reference to the chosen poem • Reasonably well-structured • Lapses in expression • Reasonable spelling and written punctuation	6-8
Low	• Doesn't appear to understand task – drifts away from focus • Makes little or no reference to the chosen poem • Poorly structured • Poor expression • Poor spelling and written punctuation	0-5

Question 7**(20 marks)**

Look carefully again at the poem, *A Tiger in the Zoo*, on page 7. Imagine you have visited this zoo and have seen this tiger. Write a letter to the zoo describing your thoughts and feelings about the tiger's life in the zoo.

Candidates are required to write a letter, which may be formal or informal. Conventions of letter writing should be followed. Candidates may present a wide variety of thoughts and feelings in this letter.

Indicative material:

- Expresses opinions on life in the zoo for animals
- May disagree with keeping animals in the zoo
- The focus of the letter should be the tiger's life, however, candidates may expand the topic beyond the tiger
- Personal observations and feelings about animals in captivity
- Etc.

Reward developed responses where the candidate articulates opinions, thoughts and feelings and includes reference to the life of the tiger in the zoo.

Mark by impression **Ex 20 marks**

Quality of Response	Question 7 Indicators	Mark Range Ex 20
High	• Candidate provides a well-developed letter • Articulates their thoughts, feelings, and opinions and includes reference to the tiger's life in the zoo • Writing well-structured • Clear expression • Proficient spelling and written punctuation	18-20
Middle	• Letter somewhat developed • Some articulation of their thoughts, feelings, and opinions, some reference to the tiger's life in the zoo • Reasonably well-structured • Lapses in expression • Reasonable spelling and written punctuation	11-17
Low	• Doesn't appear to understand task – drifts away from focus • Little or no articulation of thoughts, feelings, and opinions, little or no reference to the tiger's life in the zoo. • Poorly structured • Poor expression • Poor spelling and written punctuation	0-10

Question 8

(15 marks)

(a) What could be heard in the jungle?

- *'Sounds like music and flying tents'*
- *'Twitterings, rustlings, murmurs, and sighs'*
- *'A sound of thunder'*
- Etc.

Mark **Ex 5 marks** in line with the table below.

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

(b) Why did all the sounds suddenly stop?

The Tyrannosaurus had arrived.

*'Out of the mist, one hundred yards away, came Tyrannosaurus Rex.'*Mark **Ex 5 marks** in line with the table below.

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

(c) Why does Travis order everyone to leave?

Indicative material:

- He wanted everyone to leave because he was afraid of the Tyrannosaurus.
- He was scared that the Tyrannosaurus would harm them.
- He wanted everyone to get away before the Tyrannosaurus saw them.
- Etc.

Candidates may interpret the reason from the text using their own opinions and ideas.

Mark **Ex 5 marks** in line with the table below.

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

Question 9**(15 marks)**

Imagine you are Eckels. You have returned to the future and have written a blog post about your visit. Write out the blog post, in which you describe your visit to the jungle.

Expect candidates to adopt the persona of Eckels. They should provide a developed response with a focus on a description of the events that took place in the jungle. Candidates may use the text as a reference point for the blog post but are free to include other events or details outside of the text.

Reward engagement with the features of a blog: personal point of view, appropriate register and sense of audience.

Mark by impression Ex 15

Quality of Response	Question 9 Indicators	Mark Range Ex 15
High	• Candidate writes a blog post conveying details of events in the jungle. There should be some reference to time travel, either explicit or implied. • Writing well-structured • Clear/ lively/ convincing expression • Good sense of appropriate register • Proficient spelling and written punctuation	14-15
Middle	• Writes a reasonably good account of events in the jungle. There may be some reference to time travel. • Reasonably well-structured • Lapses in expression • Some sense of appropriate register • Reasonable spelling and written punctuation	9-13
Low	• Doesn't appear to understand task – drifts away from focus • Poorly structured • Poor expression • No sense of appropriate register • Poor spelling and written punctuation	0-8

Question 10**(30 marks)**

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

(a) Name a play you have studied **x 1 mark**

Name of playwright **x 1 mark**

(b) Describe a scene where a character had a difficult decision to make.

Allow for a liberal interpretation of “scene”.

Indicative material:

- The scene chosen poses a dilemma for the character
- The scene is a key event where the character is forced to make a choice
- Decision may be positive or negative
- Decision made by the character is central to the plot
- Etc.

Mark by impression **Ex 13 marks.**

Quality of Response	Question 10 (b) Indicators	Mark Range Ex 13
High	• Candidate describes a scene which highlights a difficult decision. The difficult decision is clearly indicated. • Writing well-structured • Clear/ lively/ convincing expression • Good sense of appropriate register • Proficient spelling and written punctuation	12-13
Middle	• Writes a reasonably good account of the scene but may not clearly indicate the difficult decision for the character • Reasonably well-structured • Lapses in expression • Some sense of appropriate register • Reasonable spelling and written punctuation	8-11
Low	• Doesn't appear to understand task – drifts away from focus • Poorly structured • Poor expression • No sense of appropriate register • Poor spelling and written punctuation	0-7

- (c) Do you think your chosen character made the right decision? Give reasons for your answer.

Indicative material:

Character made the right decision:

- It brought a positive outcome for the character.
- It prevented something bad happening.
- It made the character a better person.
- Etc.

Character made the wrong decision:

- It caused something bad to happen to them or another character.
- It changed the events of the play to make it less exciting.
- The decision was not one the reader would have chosen.
- Etc.

Candidates may provide a response based on their own viewpoints and opinion of the play. Reward well-developed responses based on the events and characters in the play.

Mark by impression **Ex 15 marks.**

Quality of Response	Question 10 (c) Indicators	Mark Range Ex 15
High	• Candidate provides a response which is well-developed and provides analysis and opinion as to the merits of the decision made by the character • Response clearly based on events and characters in the play • Writing well-structured • Clear/ lively/ convincing expression • Good sense of appropriate register • Proficient spelling and written punctuation	14-15
Middle	• Candidate provides a reasonable response with some analysis and opinion as to the merits of the decision made by the character • Response somewhat based on events and characters in the play • Reasonably well-structured • Lapses in expression • Some sense of appropriate register • Reasonable spelling and written punctuation	9-13
Low	• Doesn't appear to understand task – drifts away from focus • Responds to a very limited extent/not at all based on events and characters in the play • Poorly structured • Poor expression • No sense of appropriate register • Poor spelling and written punctuation	0-8

Section D**Communicating as a Writer****30 marks****Question 11****(10 Marks)**

(a) What does the reviewer, Susan Harrison, praise about the book *Kensuke's Kingdom*?

- Beautifully illustrated
- Stylish, deceptively simple
- Magical book that will effortlessly capture the heart and imagination of anyone who reads it
- Etc.

Candidates may provide alternative vocabulary in their response.

Mark **Ex 5 marks** in line with the table below.

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

(b) Look again at the blurb on page 19. Would this blurb encourage you to read this book?
Give a reason for your answer.

Indicative material:

Yes, because it is about adventures, a mystery, there's a battle for survival, a friendship and it sounds exciting, etc.

No, it sounds boring because it is about a desert island, doesn't sound interesting to me, etc.

Candidates may respond positively or negatively or make suggestions about the blurb. Allow for a broad range of responses. Reward well-developed responses.

Mark **Ex 5 marks** in line with the table below.

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

Question 12**(20 marks)**

Think about a novel you have studied. Then answer the questions that follow.

Title of novel x 1 mark

Author x 1 mark

Candidates may only respond with a novel as prescribed for this examination year – see appendix 2.

You have been asked to write a **book review** of your chosen novel. You should give your book review a **heading**.

(b) Heading x 2 marks

(c) Book Review

Mark by impression **Ex 16 marks**

Quality of Response	Question 12 Indicators	Mark Range Ex 16
High	• Candidate provides a review with analysis and opinion of their chosen novel, written in a well-developed and coherent manner • Good use of supporting material • Writing well-structured • Clear expression • Proficient spelling and written punctuation	15-16
Middle	• Review may have elements of analysis and opinion, but lacks development • Reasonably well-structured • Some use of supporting material • Lapses in expression • Reasonable spelling and written punctuation	9-14
Low	• Doesn't appear to understand task – drifts away from focus. • Little or no supporting evidence from the novel • Poorly structured • Poor expression • Poor spelling and written punctuation	0-8

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?

Mark by impression ex 10 marks

Quality of Response	Question 3 Modified Indicators	Mark Range Ex 10
High	• Candidate states their opinion and explains clearly why they think that chimpanzees are clever or not • Good use of supporting evidence from the text • Writing well-structured • Clear expression	9-10
Middle	• Gives a reasonably clear explanation why they think that chimpanzees are clever or not • Some use of supporting evidence from the text • Reasonably well-structured • Lapses in expression	6-8
Low	• Doesn't appear to understand task – drifts away from focus • Little or no supporting evidence from the text • Poorly structured • Poor expression	0-5

Mark by impression **ex 10 marks**

Quality of Response	Question 6 Modified Indicators	Mark Range Ex 10
High	• Candidate provides a clear description of one image that demonstrates a strong link to the stated theme in part (b) • Makes specific reference to the chosen poem • Writing well-structured • Clear expression	9-10
Middle	• Gives a reasonable description of the image, image links somewhat to the stated theme in part (b) • Makes some reference to the chosen poem • Reasonably well-structured • Lapses in expression	6-8
Low	• Doesn't appear to understand task – drifts away from focus • Makes little or no reference to the chosen poem • Poorly structured • Poor expression	0-5

Mark by impression **ex 20 marks**

Quality of Response	Question 7 Modified Indicators	Mark Range Ex 20
High	• Candidate provides a well-developed letter • Articulates their thoughts, feelings, and opinions and includes reference to the tiger's life in the zoo • Writing well-structured • Clear expression	18-20
Middle	• Letter somewhat developed • Some articulation of their thoughts, feelings, and opinions, some reference to the tiger's life in the zoo • Reasonably well-structured • Lapses in expression	11-17
Low	• Doesn't appear to understand task – drifts away from focus • Little or no articulation of thoughts, feelings, and opinions, little or no reference to the tiger's life in the zoo. • Poorly structured • Poor expression	0-10

Mark by impression **ex 15 marks**

Quality of Response	Question 9 Modified Indicators	Mark Range Ex 15
High	• Candidate writes a blog post conveying details of events in the jungle. There should be some reference to time travel, either explicit or implied. • Writing well-structured • Clear/ lively/ convincing expression • Good sense of appropriate register	14-15
Middle	• Writes a reasonably good account of events in the jungle. There may be some reference to time travel. • Reasonably well-structured • Lapses in expression • Some sense of appropriate register	9-13
Low	• Doesn't appear to understand task – drifts away from focus • Poorly structured • Poor expression • No sense of appropriate register	0-8

Mark by impression ex **13 marks**

Quality of Response	Question 10 (b) Modified Indicators	Mark Range Ex 13
High	• Candidate describes a scene which highlights a difficult decision. The difficult decision is clearly indicated. • Writing well-structured • Clear/ lively/ convincing expression • Good sense of appropriate register	12-13
Middle	• Writes a reasonably good account of the scene but may not clearly indicate the difficult decision for the character • Reasonably well-structured • Lapses in expression • Some sense of appropriate register	8-11
Low	• Doesn't appear to understand task – drifts away from focus • Poorly structured • Poor expression • No sense of appropriate register	0-7

Mark by impression **ex 15 marks**

Quality of Response	Question 10 (c) Modified Indicators	Mark Range Ex 15
High	• Candidate provides a response which is well-developed and provides analysis and opinion as to the merits of the decision made by the character • Response clearly based on events and characters in the play • Writing well-structured • Clear/ lively/ convincing expression • Good sense of appropriate register	14-15
Middle	• Candidate provides a reasonable response with some analysis and opinion as to the merits of the decision made by the character • Response somewhat based on events and characters in the play • Reasonably well-structured • Lapses in expression • Some sense of appropriate register	9-13
Low	• Doesn't appear to understand task – drifts away from focus • Responds to a very limited extent/not at all based on events and characters in the play • Poorly structured • Poor expression • No sense of appropriate register	0-8

Mark by impression **ex 16 marks**

Quality of Response	Question 12 Modified Indicators	Mark Range Ex 16
High	• Candidate provides a review with analysis and opinion of their chosen novel written in a well-developed and coherent manner • Good use of supporting material • Writing well-structured • Clear expression	15-16
Middle	• Review may have elements of analysis and opinion, but lacks development. • Reasonably well-structured • Some use of supporting material • Lapses in expression	9-14
Low	• Doesn't appear to understand task – drifts away from focus • Little or no supporting evidence from the novel • Poorly structured • Poor expression	0-8

Appendix 2: Note in relation to prescription 2025

The prescribed texts for 2025 are outlined in Department of Education Circular Letter 0014/22. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

For question 12, if the candidate does not answer on a named novel and author from DES Circular 0014/22, no marks should be awarded for the text and author. Mark parts 12(b) and 12(c) on their merits, but award half the marks. In this case, 12(b) will receive 1 mark. For 12(c), if this results in a half mark, round the number down, e.g., Final mark 15. Divide by 2 = 7.5. Award 7 marks.

Appendix 3: 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