



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2018

Marking Scheme

English

Higher 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 and / 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
40	0 or 1 or 2 or 3 or 4
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	<p>A candidate's response will:</p> <ul style="list-style-type: none"> - 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	<p>A candidate's response will:</p> <ul style="list-style-type: none"> - 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	<p>A candidate's response will:</p> <ul style="list-style-type: none"> - 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.

Junior Cycle English Grading Grades

GRADE	RANGE (%)
Distinction	≥90 to 100
Higher Merit	≥75 and 89
Merit	≥55 and 74
Achieved	≥40 and 54
Partially Achieved	≥20 and 39
<i>(not graded)</i>	≥0 and 19

Grade Reckoner

Distinction	≥ 180 to 200
Higher Merit	≥ 150 to 179
Merit	≥ 110 to 149
Achieved	≥ 80 to 109
Partially Achieved	≥ 40 to 79
Not Graded	≥ 0 to 39

Mark Reckoner

Ex Marks	Higher	Middle	Low
40	40 - 36	35 - 22	21 - 0
30	30 - 27	26 - 17	16 - 0
25	25 - 23	22 - 14	13 - 0
20	20 - 18	17 - 11	10 - 0
15	15 - 14	13 - 9	8 - 0
10	10 - 9	8 - 5	4 - 0

The theme of this examination paper is
Appearance and Reality

Instructions

There are three sections in this examination paper.

Section A	Reading and Writing with Competence	55 marks	4 questions
Section B	Understanding Characters	65 marks	3 questions
Section C	Responding Imaginatively	60 marks	2 questions

Section D	The Assessment Task	20 marks	3 questions
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The questions do not all carry equal marks. The number of marks for each question is stated at the top of the question.

When answering on studied material, you must use texts in line with what is prescribed for 2018.

Section A Reading and Writing with Competence 55 marks

Question 1

15 marks

Based on your reading of the texts on page three:

- Explain in your own words why the game *Factitious* was developed
- Give reasons why, in your view, the game is or is not useful to young people today.

Expect candidates to give a clear explanation as to why the game *Factitious* was developed. This could include the background to the game's development, the purpose of the game, how the game is played etc. A candidate may develop his / her thinking in any of these areas. Candidates should also analyse the extent to which, the game would be useful to young people today. Candidates should address both parts of the question though not necessarily equally. Reward clarity, coherence, development and quality of expression.

Mark by impression Ex 15

15 marks

Indicative content:

- The context of the game in today's world
- The background to the development of the game
- The purpose of the game
- How the game is played
- An evaluation of the usefulness of the game
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Gives a clear explanation of why the game was developed, suggests clear reasons as to why the game is or is not useful to young people today • Develops ideas / thoughts • Uses the text to illustrate ideas • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus / lack of clarity • Limited development • Some use of supporting ideas • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	9 - 13

Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8
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Question 2

5 marks

The following words, in bold, appear in the passage printed on page three. In the case of each word, indicate what that word means, as it is used in the passage, by placing a tick ✓ in the appropriate box. Tick one box only in each case.

(a) Duped

- A. Deceived
- B. Duplicated
- C. Dedicated

(b) Reputable

- A. Famous
- B. Trustworthy
- B. Popular

(c) Preposterous

- A. Pompous
- B. Sensible
- C. Ludicrous

(d) Collaborative

- A. A group working together
- B. Something believable
- B. A boring conversation

(e) Discern

- A. Reject
- B. Talk about
- C. Distinguish

Question 3

15 marks

Do you think that the writer of this article uses language effectively to convey her views to the reader? Explain your answer with reference to the article.

Expect candidates to base responses on the written article. Candidates may outline the writer's views implicitly or explicitly. Expect candidates to focus on the writer's use of language and to analyse the effectiveness and the impact of the writer's language choices. Candidates may or may not think that the writer's use of language is effective. If positing that it is not effective, clear reasons must be given that still address language use. Reward candidates who demonstrate the ability to analyse the way language techniques can elicit a response in a reader. Expect candidates to highlight and explore examples from the passage. Reward good focus, clarity, development, coherence and quality of expression.

Mark by impression Ex 15

15 marks

Indicative points:

- Opening with a children's song hooks the reader
- Use of anecdote
- The song evokes a simple view of the world that she further explores effectively
- Effective use of triads for emphasis
- Effective use of emotive language – elicits sympathetic response
- Effective contrast between past and present
- She gives the elephants human traits
- Use of colloquial language – accessible
- Uses alliteration - fluency
- Effective use of emotive imagery
- Clever use of sentences of varying length
- Use of factual information / reference, to give weight to her view
- Shows, doesn't tell – gets her point of view across subtly
- Not effective – boring, not enough detail
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Analyses the effectiveness of the writer’s use of language by exploring the impact of language choices made by the writer • Develops ideas / thoughts • Uses the text to illustrate ideas • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus / lack of clarity – deviates from language analysis • Limited development • Some use of supporting ideas • Some flaws in expression • Writing organised in some respects 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8

Question 4

20 Marks

It is now against the law for circuses in Ireland to use wild animals.

You are participating in a debate on the motion that: ‘The use of all animals in circuses should be banned and zoos should be closed down.’ You must either agree or disagree with the motion. State and develop any two points you would make to persuade an audience attending the debate that your views are correct.

Expect candidates to make two arguments for or against the motion that: ‘The use of all animals in circuses should be banned and zoos should be closed down.’ They are free to argue on either side of the motion but they should sustain their argument on the side that they choose. Candidates are free to focus on the motion in relation to zoos or circuses or both and are not expected to deal with both areas equally. Reward clarity of ideas and development of argument. Reward responses that show an awareness of language techniques that strengthen argument and are persuasive. Reward responses that show an awareness of register and audience.

Mark by impression Ex 20

20 marks

Indicative points:

Agree

- Using any animal for our entertainment is fundamentally cruel
- Performing tricks is unnatural
- What conditions are animals kept in when circuses are on the road?
- A zoo is not a natural environment – even with the best conditions, it is still captivity
- Some conditions in zoos are still very poor
- People can now experience wild life in the virtual world

Disagree

- Zoos are part of a long-standing tradition
- The pleasure both give to children
- When will children ever get a chance to see wild animals in real life?
- Zoo's conservation policies are critical in protecting threatened species
- The animals currently in zoos would never survive in the wild
- Etc.

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Clearly states and develops two arguments proposing or opposing the motion • High quality ideas and observations • Develops ideas / thoughts • Uses illustration effectively • Clear and lively expression / register appropriate to the task • Writing well organised • Spelling and written punctuation proficient 	18 - 20
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 10

Section B**Understanding Characters****65 marks****Question 5****40 marks**

Choose a novel you have studied. To what extent has your understanding of people and human behaviour been shaped by reading this novel? Explain your answer with reference to your chosen text.

Title of novel: _____

Author: _____

Expect candidates to nominate a novel from the texts prescribed for study in 2018. Expect candidates to identify the author. Expect responses to address the issue of what they have discovered from studying their chosen text, about human nature and how people behave. Expect candidates to address, explicitly or implicitly, the extent to which studying this text has informed their views. Candidates are free to offer their own interpretations or viewpoints but they are expected to support their responses with reference to the texts. Reward clarity, focus, the development of ideas, structuring, the use of supporting evidence and the overall coherence of the writing. Candidates may explore many different points or fewer points in greater depth.

Mark by impression Ex 40

40 marks

Indicative material:

- Responses will vary depending on the texts chosen
- The texts may reveal positive human attributes
- The texts may reveal negative human attributes
- Response may focus on treatment of others
- Responses may focus on important moments or turning points
- Responses may reach definitive conclusions
- Responses may reach more nuanced conclusions
- Etc.

Quality of Response	Indicators:	Mark Range Ex 40
High	<ul style="list-style-type: none"> • Candidate offers a clear, fluent and sustained response to the task • High quality ideas and observations • Develops ideas / thoughts • Uses illustration effectively • Clear and lively expression / register appropriate to the task • Writing well organised • Spelling and written punctuation proficient 	36 - 40
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	22 - 35
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / lapses into summary • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 21

Question 6

20 marks

Imagine that one of the following two pictures shows a character from a story that you are writing. In your story the character is not all that he or she appears to be. Write a descriptive passage that introduces your character to readers. Choose one picture only.

Expect candidates to write a descriptive passage using one of the pictures provided. Good responses will demonstrate effective descriptive writing skills and an ability to create character. Story / plot may or may not be addressed; attempts to turn the piece of writing into a complete story could detract from the piece however elements of plot could be introduced effectively. Good responses will give the reader a sense that character is being introduced into a story. A good response will not be laboured, may be intriguing. Responses should address the idea that the character is not all that he or she appears to be although it may not be explicit. Reward creativity, good descriptive writing, fluency, structure and a sense of coherence.

Mark by impression Ex 20

20 marks

Elements of effective descriptive writing in the context of this task:

- Use of imagery
- Use of descriptive adjectives / adverbs
- Describing their body language and movement
- Creating a past for the character
- Physical appearance
- Creating a convincing inner voice – that may be contrary to outward appearance
- Creating mood / tension / intrigue
- Creating an appropriate setting
- Use of inner dialogue
- Writing may be nuanced
- Etc.

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate shows impressive descriptive writing skills in creating character. • Original content / clever ideas • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	18 - 20
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 10

Question 7**5 marks**

In each of the following sentences, one of the homophones used is correct and one is incorrect. In each case circle the one homophone that is correct. Homophones are words that sound the same but have different meanings. The first example has been completed for you.

- (a) Two / too rabbits appeared out of the magician's hat.
- (b) The pupils placed there their coats on hooks and sat down quietly.
- (c) I had to alter / altar my costume before the show.
- (d) I was not allowed / aloud to swim in the old quarry.
- (e) My brother was so proud, he finally passed his test and got his driver's licence / license.
- (f) I stood at the end of the pier / beer and watched the sunset.

Section C**Responding Imaginatively to Texts****60 marks****Question 8****45 marks**

- (a) ***Conflict is at the centre of all drama.***
From a prescribed Shakespearean play you have studied, select two moments where there is conflict. Discuss how this conflict contributes to making these moments dramatic. Support your response with reference to your chosen moments. **(30)**

Title of Shakespearean play: _____

Expect candidates to nominate a Shakespearean play from the texts prescribed for study in 2018. Expect candidates to explore the impact conflict makes in two moments in the prescribed play they have studied. Allow for a liberal interpretation of 'conflict' in that it could refer to physical action, a dispute between characters, an internal conflict for a character struggling with a dilemma, or all of the above. Good responses will engage with the word 'contributes' and will explore what the dimension of conflict does to enhance the dramatic qualities of the chosen play. Candidates are expected to explore two key moments in responding though not necessarily equally. Reward focused, well-developed, well-supported and well-organised answers. Reward coherence and evidence that the candidate can sustain a focused response in a lengthier piece of writing.

Mark by impression Ex 30

30 marks

Indicative points:

- Physical conflict created tension and drama
- Opening with violent conflict has immediacy
- Ending with conflict creates an ominous mood

- Conflict between heroes and villains adds intrigue
- Unexpected / unanticipated conflict adds to the drama
- Friendships degenerating into conflict creates poignancy
- Characters with inner conflicts to resolve contribute to the drama, adds interest
- The conflict between appearance and reality could be explored
- Conflict creates suspense / heightens the mood
- Moves the plot
- Reference to dialogue and conflict therein
- Etc.

Quality of Response	Indicators:	Mark Range Ex 30
High	<ul style="list-style-type: none"> • Candidate skilfully analyses the ways in which conflict has a dramatic impact in two moments in their chosen play • Candidate shows a good awareness of drama and performance • Original content / clever ideas • Ideas well developed • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient 	27 - 30
Medium	<ul style="list-style-type: none"> • Some loss of focus • Candidate shows some awareness of drama and performance • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	17 - 26
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / Drifts into summary • Candidate shows little or no awareness of drama and performance • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 16

- (b) Choose one of the moments of conflict that you discussed in part (a). In your view, was the conflict that you discussed, resolved satisfactorily in the play? Explain your answer. (15)

Expect candidates to discuss how the conflict discussed in one of their chosen moments is / is not resolved. Candidates may argue that it is or is not satisfactorily resolved. A sad ending could be a satisfactory resolution and vice versa. Reward focused, well-developed, well-supported and well-organised answers.

Indicative points:

- One character triumphs over another
- Conflict results in tragedy
- Right triumphs over wrong
- Wrong triumphs over right
- The resolution is only partial
- Conflict may be resolved in the moment or at a later point
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate skilfully analyses the ways in which the conflict in one of their chosen moments is resolved • Candidate appreciates the concept of resolution • Original content / clever ideas • Ideas well developed • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus • Candidate only partially appreciates the concept of resolution • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	9 - 13

Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / Drifts into summary • No appreciation of resolution • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8
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Question 9

15 marks

What aspects of the poem *Seeing and Believing* would make it suitable for dramatisation? Explain your answer with reference to the poem.

Expect candidates to explore aspects of the poem that would make it suitable for dramatisation. Candidates may bring in aspects they have learned from their drama studies. Candidates should explain the thinking behind their points. Candidates should support their responses with quotation from the poem. Reward well-focused, well-developed responses with good expression.

Mark by impression Ex 15

15 marks

Indicative points:

- Very strong sense of setting – with the other school children’s voices
- Use of dialogue
- Characterisation – a villain and a hero
- Use of dramatic tension – when the teacher bullies the child and encourages the other children to get involved
- Unity of story – resolution
- Sense of good triumphing over ‘bad’
- Sense of individual overcoming adversity
- There is conflict
- There are strong visual aspects of the poem
- There is rich emotional content
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate analyses aspects of the poem that would make it suitable for dramatisation • Original content / clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / Drifts into summary • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8

Section D**The Assessment Task****20 marks****Question 1****2 marks**

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

Award 1 mark per text named. Allow for a liberal interpretation of 'genre'. Award 0 if no genre is suggested. (2 marks)

Question 2**8 marks**

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

(a) Explain how two features of the extract you have chosen are typical of its genre.

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

Mark by impression Ex 8 (8 marks)

Or

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

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

Mark by impression Ex 8 (8 marks)

Quality of Response	Indicators:	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate adheres to the task and makes meaningful observations about their own writing • Clear and lively expression • Writing well organised 	7 - 8
Medium	<ul style="list-style-type: none"> • Candidate partially maintains a focus on the task • Some flaws in expression • Writing organised in some respects 	4 - 6
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Many flaws in expression • Writing disorganised 	0 - 3

Section B

N.B. In responding to **Section B** Candidates may have used prompts from December 2017 or from April 2018.

Question 3

10 marks

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

Expect candidates to choose two prompts from either the December or the April lists and to explain how each one applies to their own writing. Reward the level of engagement shown. Candidates might not refer to texts by title. More successful responses will be evidently grounded in texts and will make specific reference to text/s. Less accomplished responses may be vague.

Mark by impression Ex 5 (x 2) using only the marks as outlined in Table 1.

Table 1

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

Appendix 1

Reasonable Accommodation - Modified Scheme

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

- The use of a tape recorder
- 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?

Question 1

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Gives a clear explanation of why the game was developed, suggests clear reasons as to why the game is or is not useful to young people today • Develops ideas / thoughts • Uses the text to illustrate ideas • Clear and lively expression • Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus / lack of clarity • Limited development • Some use of supporting ideas • Some flaws in expression • Writing organised in some respects 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 8

Question 3

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Analyses the effectiveness of the writer's use of language by exploring the impact of language choices made by the writer • Develops ideas / thoughts • Uses the text to illustrate ideas • Clear and lively expression • Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus / lack of clarity – deviates from language analysis • Limited development • Some use of supporting ideas • Some flaws in expression • Writing organised in some respects 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 8

Question 4

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Clearly states and develops two arguments proposing or opposing the motion • High quality ideas and observations • Develops ideas / thoughts • Uses illustration effectively • Clear and lively expression / register appropriate to the task • Writing well organised 	18 - 20

Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 10

Question 5

Quality of Response	Indicators:	Mark Range Ex 40
High	<ul style="list-style-type: none"> • Candidate offers a clear, fluent and sustained response to the task • High quality ideas and observations • Develops ideas / thoughts • Uses illustration effectively • Clear and lively expression / register appropriate to the task • Writing well organised 	36 - 40
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	22 - 35
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / lapses into summary • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 21

Question 6

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate shows impressive descriptive writing skills in creating character. • Original content / clever ideas • Clear and lively expression / fluency, variety • Writing well organised 	18 - 20
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some flaws in expression - unconvincing • Writing organised in some respects 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Many flaws in expression • Writing disorganised 	0 - 10

Question 8 (a)

Quality of Response	Indicators:	Mark Range Ex 30
High	<ul style="list-style-type: none"> • Candidate skilfully analyses the ways in which conflict has a dramatic impact in two moments in their chosen play • Candidate shows a good awareness of drama and performance • Original content / clever ideas • Ideas well developed • Clear and lively expression / fluency, variety • Writing well organised 	27 - 30

Medium	<ul style="list-style-type: none"> • Some loss of focus • Candidate shows some awareness of drama and performance • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	17 - 26
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / Drifts into summary • Candidate shows little or no awareness of drama and performance • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 16

Question 8 (b)

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate skilfully analyses the ways in which the conflict in one of their chosen moments is resolved • Candidate appreciates the concept of resolution • Original content / clever ideas • Ideas well developed • Clear and lively expression / fluency, variety • Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus • Candidate only partially appreciates the concept of resolution • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	9 - 13

Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / Drifts into summary • No appreciation of resolution • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised. 	0 - 8
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Question 9

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate analyses aspects of the poem that would make it suitable for dramatization • Original content / clever ideas • Ideas well developed • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task / Drifts into summary • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 8

Assessment Task D 2

Quality of Response	Indicators:	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate adheres to the task and makes meaningful observations about their own writing • Clear and lively expression • Writing well organised 	7 - 8
Medium	<ul style="list-style-type: none"> • Candidate partially maintains a focus on the task • Some flaws in expression • Writing organised in some respects 	4 - 6
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Many flaws in expression • Writing disorganised 	0 - 3

Appendix 2 Note in relation to prescription 2018

The prescribed texts for 2018 are outlined in the relevant DES Circular. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

When answering a question on studied texts, if a candidate uses a text that is not in line with the texts prescribed for study in 2018, the candidate's response should be marked out of the marks allocated for that question and the result divided by two and rounded down.

e.g. **Question 5:** 40 marks

Examiner's initial mark: 29

Divided by two: 14.5

Rounded down, final mark: 14

The initial mark should be placed in square brackets: [29]

The final mark should be circled and written below the initial mark: [29]

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