



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

**Junior Cycle 2017**

**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 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

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

**MARK RECKONER**

<b>Ex Marks</b>	<b>Higher</b>	<b>Middle</b>	<b>Low</b>
30	30 - 27	26 - 17	16 - 0
25	25 - 24	23 - 15	14 - 0
20	20 - 19	18 - 12	11 - 0
15	15 - 14	13 - 9	8 - 0
10	10 - 9	7 - 5	4 - 0

The theme of this examination paper is  
**Mysteries**

## Instructions

There are four sections in this examination paper.

Section A	Reading to Analyse and Evaluate	35 marks	2 questions
Section B	Showing Critical Appreciation	45 marks	2 questions
Section C	Appreciating Character, Setting, Story and Action	75 marks	5 questions
Section D	Engaging in the Writing Process	25 marks	1 question

Answer all 10 questions.

When answering on studied material, you must use texts in line with what is prescribed for 2017.

**N.B If you are concerned about the validity of a text chosen, discuss with your advising examiner with a view to escalating the material with the comment 'Text Query'.**

**Section A****Reading to Analyse and Evaluate****35 marks****Question 1****15 marks**

**Based on what you have read in the above script, explain whether you would or you would not like to listen to the entire documentary, *Fantastic Beasts and the People who Love Them*. Refer to aspects of the script to support your response.**

Candidates are free to answer yes or no or a combination of both. Reward clear, focused and well expressed responses. Expect responses to be grounded in the transcript. Expect candidates to use supporting evidence from the text.

Mark by impression Ex 15.

**15 marks**

Indicative material:

Yes because –

- Interesting content
- Narrator seems like an interesting person
- Great sense of mystery arouses curiosity
- Like to see if he discovers anything
- Passage ends on a mystery, cliff hanger – entices you further
- Well put together
- Sound effects create intrigue
- Like a challenge
- Etc.

No because –

- Not interested in topic
- Don't like fantasy
- Don't like the narrator
- Agree with Marnie – they never find anything
- Clichéd
- Don't believe in monsters
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• Maintains focus on <b>aspects of the transcript that would or would not make them want to listen to the entire documentary</b></li> <li>• Develops ideas / thoughts</li> <li>• Uses the transcript to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	<u>14 - 15</u>
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus</li> <li>• Limited development</li> <li>• Some use of supporting ideas</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>9 - 13</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	<u>0 - 8</u>

## Question 2

20 marks

Write a critical analysis of the poster below for the film, *Fantastic Beasts & Where To Find Them*. In it you should consider:

- The visual impact of the poster
- and
- Whether or not the poster makes you want to see the film.

Expect candidates to analyse aspects of the poster for *Fantastic Beasts & Where To Find Them*. Candidates should deal with both of the given prompts but not necessarily equally. Allow for a global response where a candidate addresses both aspects simultaneously. Candidates may or may not want to see the film. Candidates are free to address other areas that they feel are appropriate to a piece of critical analysis.

Reward clear, focused and well expressed responses.

Mark by impression Ex 20.

20 marks

Indicative material:

Visual Impact:

- Colour
- Areas of light / darkness
- Layout
- Characterisation / position of the character
- Other imagery – gothic / magical / fantastical
- Contrast
- Fonts
- Suggested, sinister presence
- The Ghostly Dogs
- Etc.

Whether the poster makes you want to see the film:

- Candidates are free to take either position
- Like / Don't like fantasy content
- Imagery is / is not enticing / interesting
- Poster creates sense of the magical / imaginative
- Main character appeals / doesn't appeal
- Like / don't like the author / actor
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Analyses aspects of the poster's visual impact and whether or not it would make them want to see the film</b></li> <li>• High quality ideas and observations / interpretation of the visual</li> <li>• Develops ideas / thoughts</li> <li>• Uses detail from the poster to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	<u>19 - 20</u>
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – description with limited analysis</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>12 - 18</u>

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	<u>0 - 11</u>
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<b>Section B</b>	<b>Showing Critical Appreciation</b>	<b>45 marks</b>
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**Question 3**

**40 marks**

- (a) *'The more familiar you become with a poem, the deeper your understanding of that poem becomes.'*

Select a poem you have studied and explain how this statement applies to your understanding of this poem. Use the poem to support your ideas.

Title of poem: \_\_\_\_\_

Name of poet: \_\_\_\_\_

Candidates are free to choose any poem. No marks are awarded explicitly for title / poet although error may impact upon your impression. Expect candidates to explain how their understanding of their chosen poem was enhanced over time and with a number of readings. Better candidates will show how deeper / more complex meaning / appreciation was achieved as the poem revealed itself through close reading. Candidates may explore the background to the poem as part of their deeper understanding but response should be grounded principally in the chosen poem. Reward the use of the text as support for ideas. Reward clear, focused, well expressed, well developed and supported responses.

Mark by impression Ex 20

20 marks

Indicative material:

- Candidate may outline an initial interpretation
- Initial reading – superficial
- Over time more profound themes revealed
- Saw something not initially evident
- Poem elicited a different emotional response over time

- Reader’s perspective changes
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Analyses how a more profound /complex understanding of the poem was reached with greater engagement</b></li> <li>• High quality ideas and observations / interpretation of the poem</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	<u>19 - 20</u>
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – drifting into summary</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>12 - 18</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question – heavily reliant on summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	<u>0 - 11</u>

**(b) Identify at least two poetic techniques used in your chosen poem and explain how the poet makes effective use of these techniques in this poem. Support your ideas with reference to the poem.**

Expect candidates to identify at least two techniques used by the poet in their chosen poem and to discuss how these techniques were employed in an effective way by the poet. Weaker responses may not identify specific techniques. Reward knowledge of language techniques. Better responses will show an understanding of the relationship between language technique and meaning. Reward evidence of a deeper understanding of the impact of a poet’s language choices. Ideas should be supported with reference to the poem. Allow for a liberal interpretation of ‘effective’. The techniques may not be treated equally. Reward clear, focused, well expressed, well developed and supported responses, highly.

Indicative material:

Poet may employ

- Imagery
- Sound
- Assonance / Alliteration
- Personification
- Rhythm
- Rhyme
- Onomatopoeia
- Any other technique appropriate
- Etc.

**...in an effective way.**

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Analyses how the poet uses at least two techniques in the chosen poem with effect.</b></li> <li>• High quality ideas and observations</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	<u>19 - 20</u>
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – description with limited analysis</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>12 - 18</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question – heavily reliant on summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	<u>0 - 11</u>

**Question 4**

**5 marks**

**N.B. You will not be marking this question unless a candidate has submitted answers while using a non-standard medium e.g. word processor.**

**Indicate whether the use of apostrophes in each of the following sentences is:**

**Correct**

**Or**

**Incorrect**

**(a)** Paul's collection of poems will be published this summer.

**(b)** It's difficult for me to understand poems that were written before my time.

**(c)** The correct use of apostrophe's is a mystery to me.

**(d)** The sun was magnificent, it's rays were sparkling on the waves.

**(e)** Five students' poems will be printed in the next newsletter.

5 × 1 marks

**Section C    Appreciating Character, Setting, Story and Action    75 marks**

**Question 5**

**10 marks**

**N.B. You will not be marking this question unless a candidate has submitted answers while using a non-standard medium e.g. word processor.**

In the case of each of the following, write the letter corresponding to the correct answer in the appropriate box.

**(a)** Which word best describes Alonso's mood at the start of the extract?

(Lines 5-11)

**A.** Relieved

**B.** Aggressive

**C.** Disconsolate

C

**(b)** Based on what you have read in the text and the extract above, which of the following characters are both villains?

**A.** Alonso and Gonzalo

**B.** Gonzalo and Antonio

**C.** Antonio and Sebastian

C

**(c)** Which one of the following is the best explanation of the lines,

*... they are oppressed with travel, they*

*Will not, nor cannot, use such vigilance*

*As when they are fresh.* (Lines 17-19)?

**A.** They are anxious to continue their journey.

**B.** They are so tired that they can be easily caught off-guard.

**C.** With the Spirits' help they are now prepared for anything.

B

**(d)** Which one of the following is the best explanation of the lines,

*I cannot too much muse*

*Such shapes, such gesture, and such sound, expressing*

*(Although they want the use of tongue) a kind*

*Of excellent dumb discourse.* (Lines 32-35)

**A.** It's remarkable how these forms can say so much without the use of speech.

**B.** I don't want to think about what I have just seen.

**C.** I do not understand what these creatures mean at all.

A

**(e)** *Asides* are used by Prospero in this extract. What is an aside?

**A.** A position for an actor on the extreme left or right of the stage.

**B.** Thoughts spoken out loud, largely for the benefit of the audience.

**C.** A group of characters who comment on the action in a drama.

B

## Question 6

20 marks

The magical world depicted in *The Tempest*, creates opportunities for a director to stage the play in an imaginative way.

Based on your reading of the above extract from *The Tempest* (Pages 17-18), explain two things a director could do to stage this extract from the play in an imaginative way.

Expect candidates to engage with aspects of staging and / or performance. Reward the demonstration of knowledge in relation to stagecraft. Allow a broad interpretation of 'in an imaginative way'. Expect candidates to offer two suggestions related to the material in the extract. Candidates may not treat both equally. Reward innovative and original ideas that attempt to address some of the challenges presented by the content of this extract. Reward clear, focused and well expressed responses. Reward responses that explore the dramatic impact of the suggestions.

Indicative material:

A director could use:

- Various technologies to project imagery
- Lighting to control what the audience is seeing
- Interesting / innovative set design
- Movement / dance
- Musical / sound effects
- Costuming
- Mechanical interventions
- Suggestions could inform the action / characterisation / mood
- Props
- Etc.

All to address the magical content of the scene and how to stage it in an imaginative way.

Mark by impression Ex 20.

(20 marks)

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"><li>• <b>Explains two imaginative approaches to staging the extract.</b></li><li>• High quality ideas and observations</li><li>• Develops ideas / thoughts</li><li>• Uses quotation to illustrate ideas</li><li>• Clear and lively expression</li><li>• Writing well organised</li><li>• Spelling and written punctuation proficient</li></ul>	<u>19 - 20</u>

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on staging</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>12 - 18</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	<u>0 - 11</u>

### Question 7

5 marks

**Select one character from a Shakespearean play you have studied and list five adjectives that identify this character's essential qualities.**

Expect candidates to nominate five adjectives that describe their chosen character's essential qualities. Qualities may be positive or negative. Discriminate between character qualities and physical attributes. (5 × 1 marks)

### Question 8

20 marks

**Choose one of the qualities identified in your list above. Explain how at least two key moments from the play highlight this quality in your chosen character. Use your knowledge of the play to justify your viewpoints.**

Expect candidates to explain how at least two key moments in their chosen play demonstrate that their nominated character possesses the quality they have proposed. Candidates should only choose one character quality. Candidates should discuss at least two moments. They may refer to more. The key moments may not be treated equally. Reward clear, focused, well expressed, well developed and supported responses, highly. Allow a broad interpretation of 'key moments'. Material offered will depend on the character / plays chosen. Expect the material to clearly demonstrate the nominated quality in the chosen character.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Analyses how the key moments they have chosen illustrate the character quality they have nominated from their list</b></li> <li>• High quality ideas and observations</li> </ul>	<u>19 - 20</u>

	<ul style="list-style-type: none"> <li>• Develops ideas / thoughts</li> <li>• Uses quotation and reference to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – Lapses into summary</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>12 - 18</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question – heavily relies on summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors</li> </ul>	<u>0 - 11</u>

### Question 9

20 marks

**A film version is being made of the Shakespearean play you have studied. What would you include on a poster advertising the film, to represent what you think is important in the play and to create a sense of anticipation for its upcoming release? Explain your decisions with reference to the play.**

Candidates should make suggestions as to what they think would be appropriate to put on a poster advertising their chosen Shakespearean play. Reward clear, focused, well expressed, well developed and supported responses, highly. Candidates are free to suggest anything they feel is relevant in their answer. Emphasis should be placed on why a candidate feels their suggestions are important in the play. Allow for a concrete / abstract approach. Allow for a collage approach. Reward answers that explore the idea that their suggestions for the poster would create a sense of anticipation for a film.

Indicative material:

- Visual images
- Dominant characters
- Text
- Dominant colours
- Shading
- Aspects that create a particular mood
- Responses could include taglines / slogan
- Responses could include quotes

- Responses could suggest ratings
- Etc.

All should link to their studied text and help to generate interest in the film.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Suggests content for the film poster and explains why it is important and how it would create anticipation for the film.</b></li> <li>• High quality ideas and observations</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	<u>19 - 20</u>
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – description with limited analysis</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>12 - 18</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	<u>0 - 11</u>

## Section D

## Engaging in the writing process

25 marks

### Question 10

25 marks

Using one or more of the words or phrases from the Word Cloud above, write the dialogue for a scene in a TV drama where an adult confronts a teenager or a teenager confronts an adult. Your dialogue may be serious or humorous or both. You may refer to location, the use of special effects and make suggestions for movement in your script. Indicate each speaker on the left-hand side of the page.

Expect candidates to write in dialogue format. Candidates may also refer to location, action, effects and movement. Candidate should use one, some or all of the words / phrases in the word cloud. The content of the script should involve confrontation at some level between a teenager and an adult.

Reward originality, creativity and well written, developed dialogue. Allow for humorous and / or serious approaches. Allow that humour is subjective. The task requires that they write the dialogue for a scene; in this respect reward writing where there is a sense of a coherent unit. Allow for a broad range of approaches to this task.

Mark by impression Ex 25

25 marks

Quality of Response	Indicators	Mark Range <b>Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Writes a coherent scene in script format where a confrontation takes place between a teenager/s and an adult/s.</b></li> <li>• High quality ideas and observations</li> <li>• Creates effective dialogue</li> <li>• Has a strong sense of register / audience</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	<u>24 - 25</u>
Medium	<ul style="list-style-type: none"> <li>• Scene lacks focus or completeness</li> <li>• Dialogue not entirely fluent</li> <li>• Limited sense of register / audience</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	<u>15 - 23</u>
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Dialogue unconvincing</li> <li>• Little sense of register / audience</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors</li> </ul>	<u>0 - 14</u>

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

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

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

**Question 2****8 marks**

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

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

Expect candidates to identify two features from their transcribed extract and to explain how these features are typical in the genre they have nominated for the text. 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 <b>Ex 8</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate adheres to the task and makes meaningful observations about their own writing</b></li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	7 - 8
Medium	<ul style="list-style-type: none"> <li>• Candidate partially maintains a focus on the task</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 - 6
Low	<ul style="list-style-type: none"> <li>• Candidate shows little understanding of the task</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors</li> </ul>	0 - 3

## Section B

N.B. According to **Section B** Candidates may have used prompts from December 2016 or from May 2017.

Prompts – December 2017

- (a) How I came up with ideas for my writing
- (b) How I worked with classmates as part of developing my writing skills
- (c) How a specific piece of feedback was useful to me
- (d) Why a reader would enjoy a piece I have written

Prompts - May 2017

- (a) How an experience inspired my writing
- (b) How drafting and editing made my work more enjoyable for the reader
- (c) Something I learnt about writing from creating my Collection of Texts
- (d) How I hope to use my writing skills in the future

### 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 May 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).

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?

The following modified features of quality should be considered when judging the work submitted by candidates with the above accommodations when forming a judgement. Marks should be awarded in line with these features of quality. The full range of marks available should be used.

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

## Appendix 2 – Modified Indicators of Quality

Quality of Response	Modified Indicators – Question 1	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• Maintains focus on <b>aspects of the transcript that would or would not make them want to listen to the entire documentary</b></li> <li>• Develops ideas / thoughts</li> <li>• Uses the transcript to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus</li> <li>• Limited development</li> <li>• Some use of supporting ideas</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	8 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 7

Quality of Response	Modified Indicators – Question 2	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Analyses aspects of the poster’s visual impact and whether or not it would make them want to see the film</b></li> <li>• High quality ideas and observations / interpretation of the visual</li> <li>• Develops ideas / thoughts</li> <li>• Uses detail from the poster to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – description with limited analysis</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

Quality of Response	Modified Indicators – Question 3(a)	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Analyses how a more profound /complex understanding of the poem was reached with greater engagement</b></li> <li>• High quality ideas and observations / interpretation of the poem</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – drifting into summary</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question -heavily reliant on summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

Quality of Response	Modified Indicators – Question3 (b)	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Analyses how the poet uses two techniques in the chosen poem with effect.</b></li> <li>• High quality ideas and observations</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – description with limited analysis</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question -heavily reliant on summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

Quality of Response	Modified Indicators – Question 6	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Explains two imaginative approaches to staging the extract.</b></li> <li>• High quality ideas and observations</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on staging</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

Quality of Response	Modified Indicators – Question 8	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Analyses how the key moments they have chosen illustrate the quality they have nominated from their list</b></li> <li>• High quality ideas and observations</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation and reference to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – Lapses into summary</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the question - heavily reliant on summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

Quality of Response	Modified Indicators – Question 9	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Suggests content for the film poster and explains why it is important and how it would create anticipation for the film.</b></li> <li>• High quality ideas and observations</li> <li>• Develops ideas / thoughts</li> <li>• Uses quotation to illustrate ideas</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus – description with limited analysis</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

Quality of Response	Modified Indicators – Question 10	Mark Range <b>Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Writes a coherent scene in script format where a confrontation takes place between a teenager/s and an adult/s.</b></li> <li>• High quality ideas and observations</li> <li>• Creates effective dialogue</li> <li>• Has a strong sense of register / audience</li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	24 - 25
Medium	<ul style="list-style-type: none"> <li>• Scene lacks focus or completeness</li> <li>• Dialogue not entirely fluent</li> <li>• Limited sense of register / audience</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	15 - 23
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Dialogue unconvincing</li> <li>• Little sense of register / audience</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 14

Quality of Response	Modified Indicators Assessment Task 2(a), 2(b):	Mark Range <b>Ex 8</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate adheres to the task and makes meaningful observations about their own writing</b></li> <li>• Clear and lively expression</li> <li>• Writing well organised</li> </ul>	7 - 8
Medium	<ul style="list-style-type: none"> <li>• Candidate partially maintains a focus on the task</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	4 - 6
Low	<ul style="list-style-type: none"> <li>• Candidate shows little understanding of the task</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3