



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2018

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 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
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

Junior Cycle English Grading Grades

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

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
20	20 - 18	17 - 11	10 - 0
15	15 - 14	13 - 9	8 - 0
10	10 - 9	8 - 6	5 - 0

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.

The theme for this examination paper is
Freedom

Instructions

There are four sections in the examination paper.

Section A	Responding to Poetry	40 marks	4 questions
Section B	Reading and Responding Imaginatively	65 marks	4 questions
Section C	Writing for a Variety of Purposes	40 marks	4 questions
Section D	Understanding Key Moments in Drama	35 marks	2 questions
Section E	The Assessment Task	20 marks	3 questions

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.

Question 1

5 marks

In the poem, what is the difference between the way that the poet dresses and the way that her daughter dresses?

Expect candidates to offer a view on the difference between the way the child and the mother dress. Most will assert that the poet / mother dresses conservatively while the child dresses in an imaginative / extravagant way – or words to that effect. They may say the mother dresses boringly or that the child dresses colourfully / imaginatively. They may state that the child is messy / untidy while the mother is the opposite. Reward a focused, sustained and clearly expressed response.

Mark by impression Ex 5 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

Question 2

5 marks

Why do you think the poet feels ‘caged’? Explain your answer.

The poet recognises that her daughter is expressing her imagination through her clothing choices, whereas she feels constrained in her own choices. She just blends in while her daughter stands out. The poet’s daughter’s dress choices seem to represent a sort of freedom / lack of inhibition, while her own clothing choices show a conservatism. Reward a focused, sustained and clearly expressed response. Candidates should develop their answer briefly.

Mark by impression Ex 5 using only the marks as outlined in *Table 2*.

Table 2

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

Question 3**10 marks****Do you think that young people today are free to dress as they wish? Explain your point of view.**

Candidates may agree or disagree with the notion that young people are free to dress as they wish. They may also agree in part. Allow for a broad definition of 'young people'. They may also refer to their own experiences. Reward focus and clarity. Reward well developed and coherent responses. Reward the use of supporting evidence.

Mark by impression ex 10

(10 marks)

Indicative material:

No because:

- They have to wear school uniforms
- They impose their own restrictions
- They all dress the same in their down time – copy each other
- Different groupings adopt a particular dress style
- Peer pressure / bullying
- Parents control what they wear

Yes because:

- Young people are more confident today
- Young people are encouraged to hold their own views and express themselves
- More choice – with online shopping
- Young people are exposed to more influences
- It's a more tolerant world - accepting difference
- Parents are more liberal
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate discusses whether or not young people are free to dress as they wish • 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. 	9 - 10

Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 8
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 - 5

Question 4

20 marks

Choose a poem you have studied where the poet expresses a strong feeling about something he or she has experienced. You may not use the poem printed on this paper.

(a) Title of poem: _____ 1 mark

(b) Name of poet: _____ 1 mark

(c) What was the poet feeling?

Expect a clear expression of what the poet is feeling / an emotion displayed by the poet in the chosen poem. (3 marks)

(d) Why do you think the poet was feeling that way?

Expect candidate to give a clear explanation why the poet is feeling the way they asserted in part (c). Expect more than just a summary of the poem. Better responses will make the link between the experience and the emotion. Candidates may use the poem to support their answer.

Mark by impression Ex 5 using only the marks as outlined in *Table 3*. (5 marks)

Table 3

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

(e) Did you think the poet had chosen a good title for his or her poem? Give a reason for your answer.

Candidates are free to offer the view that the title of their chosen poem is good or not. Expect a clear explanation of the reason for their point of view. Reward evidence that the candidate understands the link between a poem's title and meaning in the poem.

Mark by impression Ex 5 using only the marks as outlined in *Table 4*. (5 marks)

Table 4

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

(f) Did you like or dislike the poem you have chosen? Explain your answer.

Candidates are free to like or dislike the poem they have chosen. They may also offer a view on both sides, linked to aspects of the poem. Reward focus and clarity. Reward well developed and coherent responses. Reward the use of supporting evidence.

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

Table 5

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

Section B Reading and Responding Imaginatively 65 marks

Question 5 **20 marks**

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

(a) What age does the narrator Tomas tell the reader that he is now? 5 marks

- A. Nineteen
- B. Twenty
- C. Twenty-one
- D. Thirty

(b) Why did Tomas not like school? 5 marks

- A. He didn't like reading.
- B. He always wanted to be outside.
- C. He had no friends there.
- D. The teachers were not nice.

(c) Which of the following statements is false? 5 marks

- A. Tomas's mother left him at the library because she thought it was good for him.
- B. Tomas's mother left him at the library because she wanted to go shopping.
- C. Tomas's mother left him at the library to do his homework.
- D. Tomas's mother left him at the library to hear the unicorn lady's stories.

(d) Why was Tomas frightened to read a story sitting on the magic unicorn? 5 marks

- A. He was scared of the unicorn lady.
- B. He was afraid of making a fool of himself.
- C. He thought that storytelling was just for younger children.
- D. He was too busy tobogganing.

Question 6

10 marks

Why do you think *The Little Match Girl* was the unicorn lady's most precious book? Explain your answer.

Candidates should offer a view as to why the book was the unicorn lady's most precious book. Better responses will show an appreciation of the events described in the text. Candidates are not expected to understand the broader context of the memory that she relates. Reward focus and clarity. Reward well-developed and coherent responses. Reward the use of supporting evidence.

Mark by impression ex 10

(10 marks)

Indicative material:

- It reminds her of her father
- It represents an act of courage by her father
- The physical punishment he experienced in retrieving the book
- It represents good vs bad
- Candidates may be able to contextualise the memory or may not
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate provides a clear explanation as to why the book is precious to the unicorn lady • Ideas well developed • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Limited development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 8
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 - 5

Question 7

10 marks

Tomas tells us that he loved his free time. Explain how you like to spend your free time.

Expect a broad range of responses to this task. Candidates are free to suggest any activity – or lack of activity – that they wish but they are expected to explain the reasons for their choice. The suggestion may be a social interaction. Reward evidence of real engagement with what is described. Reward clarity and fluency of expression. Reward well developed and coherent responses.

Mark by impression ex 10

(10 marks)

Indicative material:

- Candidates might discuss
 - Sports they participate in
 - Hobbies
 - Clubs / organisations they belong to

- Spending time with friends / family
- Solitary activities
- Reward enthusiasm
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives a clear account of how he /she likes to spend his / her spare time • Clear and lively expression / fluency, variety • Appropriate personal register – sense of enthusiasm • Writing well organised • Spelling and written punctuation proficient. 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some flaws in expression – unconvincing • Some sense of appropriate register • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 8
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Many flaws in expression • Little sense of appropriate register • Writing disorganised • Many spelling and written punctuation errors. 	0 - 5

Question 8

25 marks

Read parts (c), (d), (e) and (f) below and then choose a novel or a short story you have studied.

(a) Name of novel or short story: _____ (1 mark)

(b) Author: _____ (1 mark)

(c) If you could ask a character from your chosen text an interesting question about something he / she did or did not do, what would the question be?

Name of character: _____

What is the interesting question you would ask?

Candidates should suggest a question that they could ask their named character. The question should be linked to the text and not a generic question. Reward engagement with the word 'interesting' in the context of the chosen text.

Mark by impression Ex 4 using only the marks as outlined in *Table 6*.

(4 marks)

Table 6

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
4	3	2	0

(d) What answer do you think the character would give? You may answer as the character.

Candidates should suggest an answer that their named character would give. The answer should be linked to the text. Reward evidence of knowledge of the chosen text. Reward engagement with the word 'interesting' in the context of the chosen text.

Mark by impression Ex 4 using only the marks as outlined in *Table 7*.

(4 marks)

Table 7

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
4	3	2	0

(e) Would you like to have this character as a friend? Give a reason for your answer.

Candidates are free to answer on either side of the question. They should give a reason for their preference. Better responses will link to how a character behaves or what a character does / believes / expresses in the text. Allow for differing interpretations of characters' qualities. Reward clarity, focus, the development of ideas and the use of supporting evidence.

Mark by impression Ex 7

(7 marks)

Quality of Response	Indicators	Mark Range Ex 7
High	<ul style="list-style-type: none"> • Candidate gives clear reasons as to whether or not they would like to have the character as a friend • Response is well developed and grounded in the text • Clear and lively expression • Writing well organised 	6 - 7
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Grounded in the text to some extent • Some flaws in expression • Writing organised in some respects 	3 - 5

Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Little or no grounding in the text • Many flaws in expression • Writing disorganised 	0 - 2
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(f) If you could add a completely new character to the novel or short story you have chosen, what would that character be like and what would he or she do? Explain your answer.

Candidates are free to suggest any character or character type as an addition to their chosen text. They may suggest an existing character from another text or create a new character. They may suggest a celebrity figure. Better responses will justify their suggestion with reference to events in the text. Reward originality and evidence of critical thinking. Reward clarity, focus and the development of ideas.

Mark by impression Ex 8

(8 marks)

Quality of Response	Indicators	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate suggests a character to add to the story giving clear reasons for their suggestion • Response is detailed • Response is grounded in the text • Clear and lively expression • Writing well organised 	7 - 8
Medium	<ul style="list-style-type: none"> • Response loses focus on task • loses connection with the text • Some flaws in expression • Writing organised in some respects 	4 - 6
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised 	0 - 3

Question 9

10 marks

Study the advertisement for camping equipment shown above. Why do you think the phrase ENJOY FREEDOM is used in this advertisement? Give reasons for your answer.

Expect candidates to analyse the link between the phrase, the notion of freedom and aspects of the image. They may talk about the phrase as an effective advertising slogan. Candidates should explore more than one reason in response. Reward focus, development of ideas and coherence.

Indicative material:

- The image shows a person who is enjoying freedom
- She looks completely happy
- Unrestricted – no ties
- Free to go where she wants
- Camping in the outdoors is very free
- It's very positive
- It links with the imagery – open landscape
- Etc.

Mark by impression Ex 10

(10 marks)

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives clear reasons why the phrase ENJOY FREEDOM is used • Uses aspects of the image to support thinking • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some support / reference to the image • Some flaws in expression – unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 8
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited engagement with the image • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 5

Question 10**10 marks**

Picture A and Picture B show people enjoying two different types of freedom. Write a descriptive paragraph based on one of the two pictures below.

Expect candidate to write a descriptive paragraph based on one of the two pictures provided. Reward responses that show skill in descriptive writing and a knowledge of language techniques that enhance a piece of descriptive writing. Candidates are not required to tell a story though they are free to offer elements of plot. Reward fluency of writing / quality of expression and coherence.

Mark by impression Ex 10

(10 marks)

Indicative material:

- Many techniques could be employed
 - Imagery
 - Metaphor / simile
 - Assonance /alliteration
 - Sibilance
 - Onomatopoeia
 - Personification
- Use of descriptive adjectives / adverbs
- Creation of mood / atmosphere
- Addition of character
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate writes an imaginative descriptive paragraph • Candidate shows an awareness of good descriptive writing skills • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task - unconvincing • Some flaws in expression – unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 8
Low	<ul style="list-style-type: none"> • Shows limited understanding of the task • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 5

Question 11

15 marks

You and your classmates are going to travel along part of *The Wild Atlantic Way next weekend. You all meet at break time to try to decide whether to camp or to stay in hotels. You know what you would prefer to do. Write out the talk you would give to persuade your classmates to agree with you.**

Expect candidates to outline their preference in the case above. Candidates are free to choose either of the two options or a combination of the two. Candidates are free to cover any / all parts of the route. Expect candidates to write a talk. Expect some development of thought. Reward clear and coherent explanations. Reward sustained focus on the task. Better responses will show some knowledge of persuasive techniques of language.

Mark by impression Ex 15

(15 marks)

Indicative material:

- Prefer the comfort of a hotel
- Will be exhausted after the day’s activities
- Hotels have food / bars / leisure centres
- Hotels are too expensive
- Camping is too arduous
- Would have to carry all the camping gear
- Prefer the wildness / freedom of camping – more in the spirit of the route
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate outlines clear arguments in favour of one of the options • Original content / clever ideas • Ideas well developed • Good appreciation of persuasive register • 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 on the task • Limited development • Some appreciation of persuasive register • 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 • Ideas undeveloped • Some appreciation of persuasive register • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8
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Question 12

5 marks

Rewrite the following passage adding capital letters, full stops and inverted commas where necessary.

david walliams published his first book, The Boy in the Dress in 2008 Since then he has written many more books, some of which were illustrated by quentin blake

Award marks for the correct insertion of the following:

- David Walliams (1 mark) - Capital Letters
- "The Boy in the Dress" (1 mark) - Inverted Commas
- ...in 2008. (1 mark) - Full Stop
- Quentin Blake (1 mark) - Capital Letters
- Quentin Blake. (1 mark) - Full Stop

Section D**Understanding Key Moments in Drama****35 marks****Question 13****20 marks**

Choose a moment in a play you have studied when something important happens.

(a) Title of play: _____ (1 mark)

(b) Name of playwright: _____ (1 mark)

(c) What happens at your chosen moment? Give your answer in one sentence.

Expect a clear and simple description of the chosen moment. Expect a proper sentence.

Mark by impression Ex 5

(5 marks)

(d) Why is it important? Explain your answer.

Expect a clear explanation of the importance of the chosen moment.

Mark by impression Ex 5

(5 marks)

(e) Imagine you are directing a performance of the play and you have the freedom to stage your chosen moment in any way you like. Explain what you would do to make the moment interesting for the audience.

Candidates should suggest what they would do in directing their chosen moment in order to make it interesting for the audience. Reward knowledge of stagecraft. Candidates may make a number of suggestions or develop fewer suggestions in greater detail. Reward candidates who explain the impact of the choice they make in relation to the performance. Reward sustained focus, clarity, development and coherence.

Mark by impression Ex 8

(8 marks)

Indicative material:

- Candidates could make suggestions in the areas of
 - Set design
 - Costumes
 - Sound effects
 - Other effects
 - Lighting
 - Acting performance
- Expect better responses to explore the impact of their suggestions on staging
- Etc.

Quality of Response	Indicators	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate outlines what they would do in staging their chosen moment to make it interesting for the audience • Candidates shows a good awareness of stagecraft • Clear and lively expression • Writing well organised 	7 - 8
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Candidates shows some awareness of stagecraft • Grounded in the text to some extent • Some flaws in expression • Writing organised in some respects 	4-6
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Candidates shows little awareness of stagecraft • Many flaws in expression • Writing disorganised 	0 - 3

Question 14

15 marks

You are writing a play called *'Freedom'*. Write a conversation that takes place in the opening scene of the play, featuring the characters from one of the pictures below. In the conversation your characters should discuss how they would like to enjoy the freedom of summer.

Expect candidates to write a dialogue featuring one of the couples in the given pictures. The dialogue should focus on enjoying the freedom of summer. Reward originality, effective writing and an awareness of register. Reward coherence and structure. Candidates may take a variety of approaches to writing the conversation. They are not required to write a complete piece but they may introduce aspects of plot. Candidates are free to introduce additional aspects of staging in their responses.

Mark by impression Ex 15

(15 marks)

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate writes an engaging conversation where the topic is enjoying the freedom of summer • Original content / clever ideas • Good appreciation of appropriate register • 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 on the task • Some appreciation of appropriate register • 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 • Ideas undeveloped • Some appreciation of persuasive register • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 8

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 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 8.

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?

Modified Features of Quality

Question 3

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> ● Candidate discusses whether or not young people are free to dress as they wish ● Original content / clever ideas ● Ideas well developed ● Uses supporting evidence effectively ● Clear and lively expression / fluency, variety ● Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> ● Some loss of focus on the task ● Limited development ● Some use of supporting reference ● Some flaws in expression - unconvincing ● Writing organised in some respects 	6 - 8
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 - 5

Question 6

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> ● Candidate provides a clear explanation as to why the book is precious to the unicorn lady ● Ideas well developed ● Uses supporting evidence effectively ● Clear and lively expression / fluency, variety ● Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> ● Some loss of focus on the task ● Limited development ● Some use of supporting reference ● Some flaws in expression - unconvincing ● Writing organised in some respects 	6 - 8
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 - 5

Question 7

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives a clear account of how he /she likes to spend his / her spare time • Clear and lively expression / fluency, variety • Appropriate personal register – sense of enthusiasm • Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some flaws in expression – unconvincing • Some sense of appropriate register • Writing organised in some respects 	6 - 8
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Many flaws in expression • Little sense of appropriate register • Writing disorganised 	0 - 5

Question 8 (e)

Quality of Response	Indicators	Mark Range Ex 7
High	<ul style="list-style-type: none"> • Candidate gives clear reasons as to whether or not they would like to have the character as a friend • Response is well developed and grounded in the text • Clear and lively expression • Writing well organised 	6 - 7
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Grounded in the text to some extent • Some flaws in expression • Writing organised in some respects 	3 - 5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Little or no grounding in the text • Many flaws in expression • Writing disorganised 	0 - 2

Question 8 (f)

Quality of Response	Indicators	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate suggests a character to add to the story giving clear reasons for their suggestion • Response is detailed • Response is grounded in the text • Clear and lively expression • Writing well organised 	7 - 8
Medium	<ul style="list-style-type: none"> • Response loses focus on task • loses connection with the text • Some flaws in expression • Writing organised in some respects 	4 - 6
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • No meaningful connection with the text • Many flaws in expression • Writing disorganised 	0 - 3

Question 9

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives clear reasons why the phrase ENJOY FREEDOM is used • Uses aspects of the image to support thinking • Clear and lively expression / fluency, variety • Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some support • Some flaws in expression – unconvincing • Writing organised in some respects 	6 - 8
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Many flaws in expression • Writing disorganised 	0 - 5

Question 10

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> ● Candidate writes an imaginative descriptive paragraph ● Candidate shows an awareness of good descriptive writing skills ● Clear and lively expression / fluency, variety ● Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> ● Some loss of focus on the task - unconvincing ● Some flaws in expression – unconvincing ● Writing organised in some respects 	6 - 8
Low	<ul style="list-style-type: none"> ● Shows limited understanding of the task ● Many flaws in expression ● Writing disorganised 	0 - 5

Question 11

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> ● Candidate outlines clear arguments in favour of one of the options ● Original content / clever ideas ● Ideas well developed ● Good appreciation of persuasive register ● Clear and lively expression / fluency, variety ● Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> ● Some loss of focus on the task ● Limited development ● Some appreciation of persuasive register ● 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 ● Ideas undeveloped ● Some appreciation of persuasive register ● Many flaws in expression ● Writing disorganised 	0 - 8

Question 13 (e)

Quality of Response	Indicators	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate outlines what they would do in staging their chosen moment to make it interesting for the audience • Candidates shows a good awareness of stagecraft • Clear and lively expression • Writing well organised 	7 - 8
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Candidates shows some awareness of stagecraft • Grounded in the text to some extent • Some flaws in expression • Writing organised in some respects 	4 - 6
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Candidates shows little awareness of stagecraft • Many flaws in expression • Writing disorganised 	0 - 3

Question 14

Quality of Respons	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate writes an engaging conversation where the topic is enjoying the freedom of summer • Original content / clever ideas • Good appreciation of appropriate register • Clear and lively expression / fluency, variety • Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Some appreciation of appropriate register • 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 • Ideas undeveloped • Some appreciation of persuasive register • Many flaws in expression • Writing disorganised 	0 - 8

The Assessment Task 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 a studied text, candidates must use texts in line with the texts prescribed for study in 2018.

If a candidate uses an invalid text, when answering **Question 8** on studied fiction (25 marks):

Part (a): 0/1 marks

Part (b): 0/1 marks

Parts (c), (d), (e) and (f) should be marked in line with the marking scheme and the cumulative mark for these sections should be divided by two and rounded down.

e.g.

Examiner's initial cumulative mark for parts (c), (d), (e) and (f): 19

Divided by two: 8.5

Rounded down, final mark: 8

The initial mark should be placed in square brackets: [19]

The final mark should be circled and written below the initial mark: [19]

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