



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

**Junior Cycle 2019**

**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

Level of Answering	Features of Quality
<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>

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





## Instructions

There are **four** sections in this examination paper.

Section A	Showing Critical Appreciation	50 marks	4 questions
Section B	Reading and Responding to Texts	50 marks	3 questions
Section C	Giving Thoughtful Value Judgements	40 marks	1 question
Section D	Using a Personal Voice	40 marks	2 questions

## Mark Reckoner

Ex Marks	Higher	Middle	Low
30	30 - 27	26 - 18	17 - 0
25	25 - 24	23 - 16	15 - 0
20	20 - 19	18 - 12	11-0
15	15 - 14	13 - 9	8 - 0
10	10 - 9	8 - 6	5 - 0
8	8-7	6-5	4-0

Online Marking Annotations		
Symbol	Description	Denoting
	Tick	Correct, Relevant, Valid, Of Merit
	Cross	Incorrect MCQs
	Horizontal Wavy	Error Underlined
	Vertical Wavy	Page Seen

## Question 1

(10 marks)

Do you find the poet's reaction to the lamb in this poem surprising? Explain your answer with reference to the poem.

Candidates may or may not find the poet's reaction surprising. Reward well focused and clear responses. Good responses will engage with an interpretation of the poem. Candidates are expected to support their view with reference to the poem.

Mark by impression Ex 10

Indicative points:

**Yes because:**

- It turns a seemingly simple encounter into something more complex
- His response seems exaggerated / overly dramatic
- It makes you wonder why he refers to his grand-daughter
- Why has he nowhere to hide? It suggests the theme of guilt / betraying trust
- Why does he think of his grand-daughter?

**No because:**

- The lamb epitomises innocence
- Not surprising that he thinks of his grand-daughter – given the lamb could represent innocence
- Lots of people feel guilty about eating meat / lamb
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains whether or not they found the poet's reaction surprising, engaging with the meaning of the poem</b></li> <li>• Original content / clever ideas</li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	6 - 8

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>	0 - 5
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## Question 2

(15 marks)

Do you think Paul Durcan uses language effectively in his poem, 'Caught Out'? Explain your answer with reference to any **two** examples chosen from the poem.

Indicative points:

Candidates may think that the language used by the poet is or is not effective. Expect candidates to refer to two aspects of Durcan's language use in their response. Reward candidates who demonstrate a knowledge of poetic language features and who explore the relationship between language choice and meaning. Reward clearly expressed and well-focused responses.

Mark by impression Ex 15

Indicative points:

### Yes:

- Clever use of imagery – the metaphor of a baby – reinforces the guilt
- Clever use of contrast - Face to face – black / white – could suggest innocence and guilt
- Clever use of colour
- Repetition for emphasis
- Metre – run-on lines - creates a particular mood – creates a lyrical momentum
- Use of dramatic single statements
- Alliteration
- Vocabulary

### No:

- Simplistic language – Don't like it
- Confusing language – Don't understand it
- Don't like the imagery
- Lack of controlled punctuation – not effective
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate discusses the effectiveness of the poet's use of language with reference to two examples of same from the poem</b></li> <li>• Candidate clearly appreciates the impact of language choice and meaning</li> <li>• Original content / clever ideas</li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	14-15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Merely identifies language features without exploring impact</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	9 - 13
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>	0 - 8



**Question 3****(5 marks)**

Choose from the list of poetic terms in **bold** below to complete the table, by matching the term to the **most appropriate** line of verse. The first example is completed for you. (Use each word only once.) (5 × 1 marks)

**Alliteration    Onomatopoeia    Hyperbole    Metaphor    Assonance    Simile**

A tap at the pane, the quick sharp scratch...	<b>Onomatopoeia</b>
What happens to a dream deferred? Does it dry up Like a raisin in the sun?	<b>Simile</b>
The fair breeze blew, the white foam flew, The furrow followed free...	<b>Alliteration</b>
All the world's a stage, and all the men and women merely players.	<b>Metaphor</b>
And a river of green is sliding unseen beneath the trees	<b>Assonance</b>
But I would walk 500 miles, And I would walk 500 more, Just to be the man who walks a 1,000 miles to fall down at your door.	<b>Hyperbole</b>

**Question 4****(20 marks)**

Read parts **(a)** and **(b)** carefully before writing your answers in the appropriate spaces below. You may not use the poem printed on this paper when answering this question.

**(a)** *Poems often explore themes that challenge us to stop and think.*

Select a poem you have studied and explain why a theme in this poem challenged you to stop and think. Use the poem to support your response.

Candidates are free to nominate any poem of their choice. Expect good responses to explore the extent to which the chosen poem prompted them to reach new insights into a particular theme. Candidates may engage with the notion of being 'challenge'-d to varying degrees. Reward focused, clear, developed and well organised writing.

Mark by impression Ex 10.

Indicative points:

- Makes you think about something you haven't considered before
- Shows you the unfamiliar
- Makes you think about a similar experience you encountered
- Makes you change your point of view

- Introduces you to powerful and important themes
- Gives you a new insight
- Challenged previously held views
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate explores the extent to which a theme in a chosen poem challenged them to stop and think</b></li> <li>• Original content / clever ideas</li> <li>• Engages very well with material</li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Less clear ideas</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	6 - 8
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>	0 - 5

**(b)** Do you think the poet uses language effectively in your chosen poem? Explain your answer, supporting your response with suitable quotation from the poem.

Candidates are free to refer to any aspect/s of the poet's use of language. Reward candidates who engage with the effectiveness with which language techniques are used. Reward candidates who show knowledge of poetic terminology and who also show appreciation of the relationship between language use and meaning. Reward focused, clear, developed and well organised writing.

Mark by impression Ex 10.

Indicative points:

- Use of imagery – metaphors, similes, personification
- Use of alliteration / assonance
- Rhythm, rhyme metre
- Tone
- All of the above – enhancing meaning – having an impact
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"><li>• <b>Candidate discusses the effectiveness of the poet's use of language with reference to the poem chosen</b></li><li>• Candidate appreciates the impact of language choice and meaning</li><li>• Original content / clever ideas</li><li>• Ideas well developed</li><li>• Uses supporting evidence effectively</li><li>• Clear and lively expression / fluency, variety</li><li>• Writing well organised</li><li>• Spelling and written punctuation proficient.</li></ul>	9 - 10
Medium	<ul style="list-style-type: none"><li>• Some loss of focus on the task – discussion of language use</li><li>• Merely identifies language features without exploring impact</li><li>• Limited development</li><li>• Some use of supporting reference</li><li>• Some flaws in expression - unconvincing</li><li>• Writing organised in some respects</li><li>• Reasonably good spelling and written punctuation</li></ul>	6 - 8
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>	0 - 5

## Question 5

(5 marks)

Study the following text and answer question five. The text is an infographic that aims to convey advice about how to become more creative.

State and explain **one** reason why you think the infographic is or is not effective in conveying advice about how to become more creative.

Candidates may express the view that the infographic does or does not convey its message effectively. Candidates can refer to content and / or visual aspects of the text. Candidates should state and explain one reason based on their reading of the text

Indicative points:

Yes because:

- The layout is effective
- Effective use of warm and cold colours
- Effective use of imagery
- Good contrast Do / Don't
- Tone of instructions
- The messages are clear and simple

No because:

- Colouring is weak
- Too busy – difficult to read
- Varying font sizes
- Confusing
- Etc.

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 6****(10 marks)**

Winners of the Nobel Prize in Literature are awarded the prize by the Academy for various qualities in their writings. Based on your reading of part **(2)** of the article, identify any **two** of the qualities in the winners' work, rewarded by the Academy in the past, and explain which **one** of these qualities, in your view, is more important in works of literature.

Expect candidates to identify two qualities from part 2 of the Article. Candidates may respond with specific qualities, particularly those identified in the citations – or give a more global response. Candidates should explain which one of the chosen qualities they think is more important in works of literature. Candidates may adopt a comparative approach. Candidates may offer a range of responses to the question that are equally valid if located in the text. Reward clarity, focus, coherence and development of ideas.

Mark by impression Ex 10.

Indicative Points:

- Works of beauty/craft
- Works that follow tradition
- Works with emotional depth
- Works that innovate
- Works that explore fundamental human/life issues/relationships
- Works that enhance human existence
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly identifies qualities and explains which one of the qualities is more important in works of literature</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	6 - 8

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>	0 - 5
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### Question 7

(35 marks)

Parts **(a)** and **(b)** of this question are linked. Read both parts carefully before beginning your answer.

**(a)** Imagine that one of the novels you have studied has won the *Junior Cycle English, Best Read Award, 2019*.

Title of novel: \_\_\_\_\_

Author: \_\_\_\_\_

Write a short citation for the novel receiving the award. In the citation you should identify the main reason why, in your view, the novel deserves the award. (A citation is a statement about the merits of a winner's work.) (5)

Expect candidates to write a clear statement identifying the main reason why their chosen novel deserves the award for *The Junior Cycle English, Best Read Award, 2019*. Reward clarity and succinct writing. Allow for a range of responses. Candidates may refer to thematic or linguistic qualities.

Indicative Points:

- Thematic reasons
- Quality of writing
- Characterisation
- Plot
- Insight into human nature / life
- Interesting relationships
- Etc.

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

- (b)** With reference to at least two key moments in your chosen novel, discuss why the citation you proposed in part **(a)** is justified (30)

Expect candidates to use at least two key moments from their chosen novel to analyse why the citation for the novel they have nominated is justified. Better responses will be convincing in justifying both the citation and the illustrative moments. Reward clarity, focus and coherence and development of ideas.

Mark by impression Ex 30.

Indicative material:

- The moment chosen demonstrates the quality/ies
- The moment clarifies an important idea
- The moment gives a new insight
- Points will be determined by the material chosen
- The chosen moment demonstrates the writer's skill / craft
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 30</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate uses the key moments chosen to clearly justify the qualities they have identified in the citation</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	27 - 30
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	18 - 26
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused 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>	0 - 17

**Section C****Giving Thoughtful Value Judgements****40 marks****Question 8****(40 marks)**

*By creating characters that express strong views, playwrights can heighten the drama in plays.*

- (a) With reference to a Shakespearean **or** a non-Shakespearean play you have studied, outline a key moment when a character expresses a strong view and explain how this heightens the drama in the play.

Expect candidates to outline what takes place in a key moment from their chosen play where a character expresses a strong view. They should explain how the drama is heightened by the expression of this view at this point. Reward knowledge of the chosen drama. Reward focus, coherence, development and supporting material. Candidates may use a range of material.

Mark by impression Ex 20.

Indicative points:

- Character reveals inner thoughts – good / bad – creates tension / rivalry
- Aims strong emotions
- Complex relationships revealed – attitudes towards others – contrasting characters
- Conflicting views expressed
- Plot intentions
- Creates tension / suspense
- Should explain how drama is heightened
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explores how a character expressing a strong view in a key moment heightens the drama</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	19 -20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	12 - 18



Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused 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>	0 - 11
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- (b)** If you were to stage the key moment you have chosen, explain **two** things you would do in order to heighten the dramatic experience for the audience. You may refer to aspects of performance and / or stagecraft.

Expect candidate to suggest two aspects of performance / stagecraft that they could introduce for the chosen key moment. Award evidence of the knowledge of dramatic technique. Expect candidates to explain how their suggestions would heighten the dramatic experience for the audience. Reward focus, coherence, development of ideas and use of supporting material. Mark by impression Ex 20.

Indicative Points:

- Costuming to reveal character
- Sound / Lighting to create mood
- Positioning on stage – to suggest relationships
- Stress or emphasis of lines
- Movement / body language
- Gestures / Facial expressions
- Set design
- Use of props
- All could contribute to the dramatic experience
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate suggests two aspects of staging / performance and explores how each of these would heighten the dramatic experience for the audience</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused 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>	0 - 11

**Section D****Using a Personal Voice****(40 marks)****Question 9****(15 marks)**

Do you find Aoife Dooley's article entertaining? Explain your answer with reference to the text. You may refer to the article's content and / or its style.

Candidates may or may not believe that the writer's article is entertaining. They should explain their point of view with reference to the article. Candidates may argue that parts of the article are, others are not. Candidates may refer to content and / or style. Reward clear, focused and developed writing.

Mark by impression Ex 15.

Indicative points:

Yes because:

- It is humorous – she writes in an entertaining way
- She is insulting to others / rude – in a way that is entertaining
- She exaggerates
- She is talking about an everyday issue many of us have experienced - relatable
- She uses colloquial language / slang appealing – like a conversation with reader
- She understands human nature

No because:

- She is insulting to others / rude - unpleasant
- Intolerant / mean
- Her reactions are over the top
- Don't like slang in a published piece
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"><li>• <b>Candidate clearly discusses the extent to which they do or do not find the article entertaining</b></li><li>• Ideas well developed</li><li>• Uses supporting evidence effectively</li><li>• Clear and lively expression / fluency, variety</li><li>• Writing well organised</li><li>• Spelling and written punctuation proficient</li></ul>	14 - 15

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused 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>	0 - 8

### Question 10

(25 marks)

Having read Aoife Dooley's opinion piece, you have decided to "Sound Off" on some issue about which you have strong views. Write an email to magazine@irishtimes.com expressing your views.

Expect candidates to address a wide range of issues. Interpret 'issues' liberally. Allow for the personal voice within reason. Assess the content presented on its own merits. Allow for a liberal interpretation of the email format. Expect a broad range of approaches to the task, serious, humorous etc. Reward strongly expressed points-of-view. Reward elements of persuasive / engaging language.

Quality of Response	Indicators:	Mark Range <b>Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes an engaging piece of writing on an issue of their choice</b></li> <li>• Clear and lively expression / fluency, variety</li> <li>• Sense of a personal voice</li> <li>• Persuasive</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	24 - 25

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Some flaws in expression / lacking fluency</li> <li>• Less convincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	16 - 23
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused summary</li> <li>• Many flaws in expression</li> <li>• Unconvincing</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors</li> </ul>	<u>0 - 15</u>

## 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 in Question 1. Candidates may 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 the text.**

Expect candidates to identify a specific change they made to their writing as indicated in their transcribed text and to explain why it improved the text. Candidates may refer to aspects of style or content. 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> </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>	5 - 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 - 4

### 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 the prompts prescribed for 2018/19 and to explain how each one applies to their own writing.

Reward the level of engagement shown.

Candidates may 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 3**.

**Table 3**

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 recording device
- The use of a scribe
- The use of a laptop or PC with the spell-check facility enabled
- A waiver for spelling and written punctuation.

For Junior Cycle English this means that errors in spelling and written punctuation are not penalised.

You should **not** consider spelling and written punctuation when forming your impression of this work. You should **not** underline spelling and written punctuation errors.

For example, there should be no penalty for spelling errors in the following cases:

(a) *The bus was purpel.*

(b) *I was so exited to be visiting New York.*

(c) *I walked proudly up to the podium to recieve my prize*

**Or** in the case of misused homophones:

(d) *The whether forecast is bad for tomorrow.*

**Or** written punctuation errors in cases like the following:

(e) *When is the bus coming.*

(f) *Isnt it cold today.*

(g) *Seáns new car is fantastic.*

### General Indicators of Quality (Modified)

- **Focus** – To what extent has a candidate answered the question asked?
- **Ideas** – To what extent is higher-order thinking shown, complexity of ideas, originality of thought?
- **Development** – to what extent has a candidate explored ideas in depth including the use of supporting material?
- **Coherence** – to what extent has a candidate stayed on task and organised a response into a well-structured piece of writing, including the use of paragraphing, in a meaningful way?
- **Expression** – how clear and fluent is the candidate's language? Is sentencing clear and coherent - are there grammatical errors?
- **Register** – to what extent is the candidate's register/ tone / level of formal – informal language used, appropriate to the task?
- **Creativity** – where appropriate to the task, to what extent has the candidate demonstrated an ability to think and write creatively?

## Indicators of Quality – Modified

### Question 1

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains whether or not they found the poet's reaction surprising, engaging with the meaning of the poem</b></li> <li>• Original content / clever ideas</li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	6 - 8
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 - 5

### Question 2

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate discusses the effectiveness of the poet's use of language with reference to two examples of same from the poem</b></li> <li>• Candidate clearly appreciates the impact of language choice and meaning</li> <li>• Original content / clever ideas</li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	14-15



Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Merely identifies language features without exploring impact</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	9 - 13
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 - 8

#### Question 4 (a)

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate explores the extent to which a theme in a chosen poem challenged them to stop and think</b></li> <li>• Original content / clever ideas</li> <li>• Engages very well with material</li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Less clear ideas</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	6 - 8
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 - 5

**Question 4 (b)**

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"><li>• <b>Candidate discusses the effectiveness of the poet's use of language with reference to the poem chosen</b></li><li>• Candidate appreciates the impact of language choice and meaning</li><li>• Original content / clever ideas</li><li>• Ideas well developed</li><li>• Uses supporting evidence effectively</li><li>• Clear and lively expression / fluency, variety</li><li>• Writing well organised</li></ul>	9 - 10
Medium	<ul style="list-style-type: none"><li>• Some loss of focus on the task – discussion of language use</li><li>• Merely identifies language features without exploring impact</li><li>• Limited development</li><li>• Some use of supporting reference</li><li>• Some flaws in expression - unconvincing</li><li>• Writing organised in some respects</li></ul>	6 - 8
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 - 5

### Question 6

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly identifies qualities, and explains which one of the qualities is more important in works of literature</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	6 - 8
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 - 5

### Question 7(b)

Quality of Response	Indicators:	Mark Range <b>Ex 30</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate uses the key moments chosen to clearly justify the qualities they have identified in the citation</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	27 - 30
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	18 - 26

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 17
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### Question 8 (a)

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explores how a character expressing a strong view in a key moment heightens the drama</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	19 -20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</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 – drifts into unfocused summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

### Question 8 (b)

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate suggests two aspects of staging / performance and explores how each of these would heighten the dramatic experience for the audience</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</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 – drifts into unfocused summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 11

### Question 9

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly discusses the extent to which they do or do not find the article entertaining</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	9 - 13

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 8
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### Question 10

Quality of Response	Indicators:	Mark Range <b>Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes an engaging piece of writing on an issue of their choice</b></li> <li>• Clear and lively expression / fluency, variety</li> <li>• Sense of a personal voice</li> <li>• Persuasive</li> <li>• Writing well organised</li> </ul>	24 - 25
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Some flaws in expression / lacking fluency</li> <li>• Less convincing</li> <li>• Writing organised in some respects</li> </ul>	16 - 23
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused summary</li> <li>• Many flaws in expression</li> <li>• Unconvincing</li> <li>• Writing disorganised</li> </ul>	0 - 15

## Appendix 2 Note in relation to prescription 2019

The prescribed texts for 2019 are outlined in DES Circular 32/14. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

For question 4(a) and 4(b), if the candidate uses the poem on the paper, mark each answer on its merits and award half the marks in each case.

When answering a question on studied texts, in question 7, if a candidate uses a text that is not in line with the texts prescribed for study in 2019, the candidate's response should be marked using the adjusted range as shown below.

e.g. **Question 7:**

(a)

Adjusted range			
Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
3	2	1	0

(b)

	Indicators:	Mark Range Ex 30	Adjusted range
High	<ul style="list-style-type: none"> <li>• <b>Candidate uses the key moments chosen to clearly justify the qualities they have identified in the citation</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	27 - 30	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	18 - 26	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused 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>	0 - 17	0 - 8