



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2022

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
30/35	0 or 1 or 2 or 3
25	0 or 1 or 2
20	0 or 1 or 2
15	0 or 1
10	0 or 1

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

The theme of this examination paper is
Hope

Section A

Writing to Engage with your Audience

40 marks

Study the quotation below. It is a quotation by Dr. Seuss that is commonly used by speakers in school graduation ceremonies.

Oh, the Places You'll Go!

You'll be on your way up!

You'll be seeing great sights!

You'll join the high fliers

Who soar to high heights

You're off to Great Places,

Today is your day!

Your mountain is waiting.

So... *get on your way!*

Question 1

(10 marks)

Do you think the Dr. Seuss quotation above is a suitable choice for graduation ceremonies?
Explain your answer.

Candidates may respond positively or negatively. Allow for candidates who refer solely to the quotation but also candidates who might contextualise their response in aspects of graduation ceremonies, albeit the response should be grounded in the quotation. Candidates could refer to both what the quotation says and the way it says it. Reward clear, well expressed explanations of the candidate's point of view.

Mark by Impression **Ex 10**

Indicative responses:

Yes because:

- Very positive, motivating tone
- Very positive imagery
- Use of imperative language – suggesting an urgency to accomplish / achieve
- Positive because it doesn't pretend everything will be rosy
- Suitable for all age groups attending
- All the kinds of encouragement to be expected at graduation
- Use of capitalisation / punctuation

No because:

- Paints too rosy picture of life
- Not everyone will achieve – unrealistic
- Annoying
- Simplistic / naive
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none">• Candidate argues strongly that quotation is / is not suitable• Ideas well developed• Uses supporting evidence effectively• Clear expression• Writing well organised• Spelling and written punctuation proficient.	9 - 10
Medium	<ul style="list-style-type: none">• Some loss of focus on the task• Reasonable development• Some use of supporting reference• Some flaws in expression - unconvincing• Writing organised in some respects• Reasonably good spelling and written punctuation	5 - 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 - 4

Question 2

(25 marks)

You are writing your diary at the end of a very eventful day.

23rd January. Dear Diary,

You won't believe what has happened! Today has been a day that filled me with hope...

Continue the diary entry below. Write in the first person.

Expect candidates to continue the diary entry and to write in the first person. Allow for a broad range of approaches to the task in terms of content. Reward well expressed, lively, clear and coherent narrative – remembering that it is a diary not a simple narrative. Allow a liberal interpretation of 'hope'. The date stated / time of year is irrelevant. Reward a strong sense of register and the personal voice.

Mark by Impression **Ex 25**

Quality of Response	Indicators:	Mark Range Ex 25
High	<ul style="list-style-type: none"> • Candidate writes a diary entry outlining why the day has filled them with hope • Original / interesting ideas • Appropriate register • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	23 - 25
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Some sense of appropriate register • Some flaws in expression – less convincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	13 - 22
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited content • Poor sense of register • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 12

Question 3

(5 x 1 marks)

Rewrite each one of the sentences in the space below it, correcting **one** error in each case.

(a) I cannot except that it is a hopeless situation. (accept)

(b) Where did I leave my lucky hat. (hat?)

(c) There is alot of optimism in the school at present. (a lot)

(d) “Your always so cheerful,” Sophie said. (you’re or you are)

(e) There is some people who always look on the bright side of things. (are)

Section B

Appreciating Figurative Language

70 marks

Question 4

(25 marks)

(a) ‘it’s the greening of the trees that really gets to me.’

Do you think that this is a positive or a negative statement by the poet? Explain your answer with reference to the poem.

Good candidates should recognise, in the spirit of the poem, that it is a positive statement. Judge any assertions that it is negative on their own merits. Expect responses to be grounded in the poem. Reward clear expression and well-explained responses. Reward good evidence of comprehension and clear interpretation of the poem.

Mark by impression **Ex 10**

Indicative material

Positive because:

- The poem’s key message is perseverance
- The poem celebrates the continuity of ordinary life over the more flamboyant
- The poet is celebrating the annual return of new life
- The poem exalts the ordinary above the more ostentatious
- Etc.

Negative because:

- It’s dull
- ‘gets to me’ is usually a negative statement
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate argues a case for the line being positive or negative that is convincing - showing a good understanding of the poem • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised • Spelling and written punctuation proficient. 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task – less clear understanding of the poem • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	5 - 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 - 4

- (b) Would you recommend this poem for inclusion in a poetry book for Junior Cycle English students? In your answer you should refer to both what the poem says and how it uses language.

Candidates are free to answer positively or negatively. Candidate must refer to both the content and the style of the poem though not necessarily equally. Reward clear, well-expressed and well-developed answers. Expect candidates to use evidence from the poem.

Mark by impression **Ex 15**

Indicative material:

Recommend because:

- Thought-provoking ideas
- Strong emotions / tone
- The imagery she uses really explains her message
- Her use of dramatic verbs holds the reader's attention 'breaking... shoving... strewn
- In contrast with verbs describing the leaves 'plodding... unfurling' clever

- Use of alliteration gives the poem a lyrical quality ‘fuschia funnels, cotton candy-coloured... patient, plodding’ – clever
- Use of varying metre – lyrical
- Etc.

Don't Recommend because:

- Content not of interest to young people
- Boring
- Too confusing
- Language too complex
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate argues for or against inclusion of poem referring to both content and style • Strong analysis / clear interpretation • Ideas well developed - convincing • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Reasonable analysis • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited analysis • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8

Question 5**(10 marks)**

Give an example of a memorable metaphor or simile used by a poet that you encountered in your study of English for junior cycle. Explain why this metaphor or simile was memorable for you. You may not use the poem printed on this paper.

Expect candidates to identify a metaphor or a simile from a poem they have studied. Expect candidates to give an example of a metaphor or a simile. Candidates should explain why they consider the image identified to be memorable. Answers may be succinct.

Mark by impression **Ex 10**

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none">• Candidate clearly identifies a simile or metaphor and explains why it is memorable• Ideas well-developed• Uses supporting evidence effectively• Clear expression• Writing well organised• Spelling and written punctuation proficient.	9 - 10
Medium	<ul style="list-style-type: none">• Some unclarity about the task• Reasonable development• Some use of supporting reference• Some flaws in expression - unconvincing• Writing organised in some respects• Reasonably good spelling and written punctuation	5 - 8
Low	<ul style="list-style-type: none">• Does not appear to understand the task• Ideas undeveloped• Ideas unsupported• Many flaws in expression• Writing disorganised• Many spelling and written punctuation errors.	0 - 4

Question 6

(35 marks)

Do you think that poets offer readers hope through their poetry? Explain your views with reference to at least three poems you have studied. Refer to both the ideas and the use of language in the poems you discuss. You may not use the poem printed on this paper but you may use the poem you referred to in question 5.

Expect poets to analyse at least three poems they have studied in answering though not necessarily in equal measure. Candidates are free to argue that poets do or do not offer hope through their poetry. Allow for a broad range of approaches. Candidates must refer to both the ideas and the language use in their chosen poems though not necessarily equally. The chosen poems may not be treated equally. Reward good knowledge and analysis of the chosen poems. Reward clear expression and the development of ideas. Reward coherent / well-structured writing. Expect candidates to use quotation / reference in their responses.

Mark by impression **Ex 35**

Indicative material:

Hope because

- Poems offer solutions to life's challenges
- Poems are thought-provoking and therefore hope that things can change
- Poems allow memories to be celebrated and revisited
- Poems show the strength of human resilience
- The language of poetry can be beautiful and uplifting
- Your mind can be filled with beautiful images
- Poems can take you to places you've never been to and this is uplifting
- Poems can introduce us to inspiring and heroic characters
- Poems can be inspirational

No hope because

- Poems often focus on death
- No answers to mortality
- Language of poetry is archaic and offers little to young people – not hopeful / old fashioned
- Poems often dwell on cruelty and injustice
- Poems often dwell on tragedy and sadness
- Language could be dull repetitive – not uplifting
- Etc.

Quality of Response	Indicators:	Mark Range Ex 35
High	<ul style="list-style-type: none"> • Candidate utilises at least three poems to argue that poets do and / or do not offer hope in their poems • Ideas very well-developed / strong analysis • Uses supporting evidence effectively • Clear expression • Writing well organised • A coherent response – well structured • Spelling and written punctuation proficient. 	32 -35
Medium	<ul style="list-style-type: none"> • Some lack of clarity about the task • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects • Reasonably good spelling and written punctuation 	19 - 31
Low	<ul style="list-style-type: none"> • Does not appear to understand the task / lapses into summary • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 18

Question 7

(10 marks)

Study the following poster about camera shots in film and match each definition to the appropriate film image on page 17 by inserting the correct number in the table below.

Award each correct answer 2 marks up to a maximum of 10 marks

Camera Shot	Number
Straight-On	5
Extreme Wide	3
Close-Up	1
Dutch	4
UpShot	6
Downshot	2

Question 8

(20 marks)

Imagine you are the director of the film you have studied. Discuss how at least two of the types of shots identified in the poster on page 16 could have been used in key moments in the film to enhance the viewing experience for the audience. The real director may or may not have used these shots in the film.

Expect candidates to discuss the way camera shots in the poster could have been used (or were used) to enhance the audience's experience in key moments from the film that they have studied. Expect candidates to discuss what is occurring in the key moment and the impact the chosen camera shot could have on the action and the audience's response to it. Expect candidates to address the notion that decisions of this nature can enhance the audience's understanding / experience. Reward clear expression and well-developed ideas. Reward knowledge of how film tells the story using camera angles.

Mark by impression **Ex 20**

Indicative material:

Camera angle could:

- Enhance understanding of a character in a key moment
- Enhance understanding of a character's motivations
- Heighten tension – create excitement
- Help audience understand the setting / context of the film
- Highlight conflict between characters
- Bring film to a resolution
- Bring excitement / Drama
- Heighten emotional connection
- Etc.

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate discusses how at least two of the camera shots could have / were used to enhance the audience's experience • Original / interesting ideas / good analysis of film • Good understanding of how film tells its story • Ideas developed • Ideas supported • Clear and lively expression / fluency, variety • Writing well organised • Spelling and written punctuation proficient. 	18 -20
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Reasonable development • Some support • Reasonable expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited content • Limited development • Limited support • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 10

Question 9

(15 marks)

To what extent do you think the author of this passage succeeds in writing an ending with a sense of hope? Support answer with reference to the passage.

Expect candidates to engage with the extent to which the author succeeds in writing an ending with a sense of hope. Allow for a variety of views. Expect candidates to identify aspects of the passage to support their views. Reward good understanding and interpretation of what is occurring in the passage. Reward clear expression and well-developed ideas.

Mark by impression **Ex 15**

Indicative material:

- The whole premise of the passage is hopeful – venturing into the unknown on a voyage of discovery
- The idea of a disabled person embarking on this mission is hopeful
- Her brother's request clearly alleviates some burden and will enable him to start afresh
- Her mother's gesture is very positive – the idea that a part of her becomes a star
- Close family unit evident / close relationships
- Good use of dialogue – creates a sense of a family at ease
- Etc.

No / not really:

- Nothing really happens in the passage
- Would be better if it ended with action given the context
- Space mission is fraught with danger
- No sense of excitement in the mood – mundane
- Etc.

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate analyses the extent to which the writer succeeds in creating an ending with a sense of hope • Very good analysis of text / good interpretation of passage • Ideas well developed • Ideas well supported • Clear expression • Writing well organised • Spelling and written punctuation proficient. 	14 - 15

Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Reasonable development • Some support • Reasonable expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Poor understanding of the passage • Limited development • Limited support • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 8

Question 10

(25 marks)

Whether it is a book we have read or a play we have seen, good texts can have a long-lasting effect on the thoughts and feelings of the reader or viewer.

With reference to at least two key moments from **either** a novel or a play you have studied, explain how the novel or play had a long-lasting effect on your thoughts and feelings.

Expect candidates to discuss either a novel or play they have studied and explore the way in which the text left them with long-lasting thoughts and feelings. Expect limited analysis of 'long-lasting'. Candidates need to address both thoughts and feelings but not necessarily equally. Reward clear, well expressed and well-developed answers. Expect candidates to support their points with reference to their chosen text. Reward coherent / well-structured responses.

Mark by impression **Ex 25**

Indicative material:

Thoughts

- Texts can challenge the way we think
- Tackle difficult topics
- Texts can bring us to worlds we are unfamiliar with
- We can meet characters different to ourselves

Feelings

- Empathise with characters
- Fill us with suspense
- Anger us
- Dislike characters
- Etc

Quality of Response	Indicators:	Mark Range Ex 25
High	<ul style="list-style-type: none"> • Candidate analyses the long-lasting impact of a chosen text on their thoughts and feelings • Very good analysis of text • Ideas well developed • Ideas well supported • Clear expression • Writing well organised • Spelling and written punctuation proficient. 	23 - 25
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Some development • Some support • Reasonable expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	13 - 22
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited development • Limited support • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors. 	0 - 12

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?

N.B. Candidates awarded a waiver for spelling and written punctuation, whose work is marked using the modified marking scheme should be awarded 5 marks for question 3.

Modified Indicators of Quality

Question 1

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate argues strongly that quotation is/is not suitable • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	5 - 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 - 4

Question 2

Quality of Response	Indicators:	Mark Range Ex 25
High	<ul style="list-style-type: none"> • Candidate writes a diary entry outlining why the day has filled them with hope • Original/interesting ideas • Appropriate register • Clear and lively expression / fluency, variety • Writing well organised 	23 - 25
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Some sense of appropriate register • Some flaws in expression – less convincing • Writing organised in some respects 	11 - 22

Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited content • Poor sense of register • Many flaws in expression • Writing disorganised 	0 - 10
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Question 4 (a)

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate argues a case for the line being positive or negative that is convincing - showing a good understanding of the poem • Ideas well developed • Uses supporting evidence effectively • Clear expression • Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task – less clear understanding of the poem • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	5 - 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 - 4

Question 4 (b)

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate argues for or against inclusion of poem referring to both content and style • Strong analysis / clear interpretation • Ideas well developed - convincing • Uses supporting evidence effectively • Clear and lively expression / fluency, variety • Writing well organised 	14-15
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Reasonable analysis • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 8

Question 5

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate clearly identifies a simile or metaphor and explains why it is memorable • Ideas well-developed • Uses supporting evidence effectively • Clear expression • Writing well organised 	9 - 10
Medium	<ul style="list-style-type: none"> • Some unclarity about the task • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	5 - 8
Low	<ul style="list-style-type: none"> • Does not appear to understand the task • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 4

Question 6

Quality of Response	Indicators:	Mark Range Ex 35
High	<ul style="list-style-type: none"> • Candidate utilises at least three poems to argue that poets do or do not offer hope in their poems • Ideas very well-developed / strong analysis • Uses supporting evidence effectively • Clear expression • Writing well organized • A coherent response – well structured 	32 - 35
Medium	<ul style="list-style-type: none"> • Some unclarity about the task • Reasonable development • Some use of supporting reference • Some flaws in expression - unconvincing • Writing organised in some respects 	19 - 31

Low	<ul style="list-style-type: none"> • Does not appear to understand the task / / lapses into summary • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 18
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Question 8

Quality of Response	Indicators:	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate discusses how at least two of the camera shots could have / were used to enhance the audience's experience • Original / interesting ideas / good analysis of film • Good understanding of how film tells its story • Ideas developed • Ideas supported • Clear and lively expression / fluency, variety • Writing well organised 	18 -20
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Reasonable development • Some support • Reasonable expression • Writing organised in some respects 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited content • Limited development • Limited support • Many flaws in expression • Writing disorganised 	0 - 10

Question 9

Quality of Response	Indicators:	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate analyses the extent to which the writer succeeds in creating an ending with a sense of hope • Very good analysis of text / good interpretation of passage • Ideas well developed • Ideas well supported • Clear expression • Writing well organised 	14 - 15
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Some development • Some support • Reasonable expression • Writing organised in some respects 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Poor understanding of the passage • Limited development • Limited support • Many flaws in expression • Writing disorganised 	0 - 8

Question 10

Quality of Response	Indicators:	Mark Range Ex 25
High	<ul style="list-style-type: none"> • Candidate analyses the long-lasting impact of a chosen text on their thoughts and feelings • Very good analysis of text • Ideas well developed • Ideas well supported • Clear expression • Writing well organised 	23 - 25
Medium	<ul style="list-style-type: none"> • Some loss of focus on the task • Good ideas • Some development • Some support • Reasonable expression • Writing organised in some respects 	12 - 22
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task • Limited development • Limited support • Many flaws in expression • Writing disorganised 	0 - 11

Appendix 2 – Prescription 2022

The prescribed texts for 2022 are outlined in the relevant DES Circular. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner.

When answering a question on studied texts, if a candidate uses a text that is not in line with the texts prescribed for study in 2022, the candidate's response should be marked out of the marks allocated for that question and the result divided by two and rounded down.

Please do the calculation on paper and enter the correct / adjusted mark on RM Assessor.

Appendix 3

Grade Boundaries 2022	
Distinction	162 - 180
High Merit	135 - 161
Merit	99 - 134
Achieved	72 - 98
Partially Achieved	36 - 71
Not Graded	0 - 35

Appendix 4 – Mark Breakdown.

Question	Marks
1	10
2	25
3	5
4 (a)	10
4 (b)	15
5	10
6	35
7	10
8	20
9	15
10	25