



Coimisiún na Scrúduithe Stáit **State Examinations Commission**

Junior Cycle 2023

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

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

The theme of this examination paper is

The Art of Storytelling

Section A

Understanding Characters and Film

40 marks

Question 1

(20 marks)

Choose a film you have studied.

Title of film:
Director:

Choose **two** of the tips on page 3 that you think apply to characters in a film you have studied. With reference to your studied film, describe how these tips apply. In your answer you may refer to one character or more than one character.

Expect candidates to describe how any two of the tips featured apply to a character or characters in a film they have studied. Expect candidates to describe how the tips relate to the actions and experiences of characters chosen. Reward focused, clear, developed and well-expressed writing.

Mark by impression **Ex 20 marks**.

Indicative material:

- Character(s) show great determination to try to succeed but may not
- Character(s) face obstacles which challenge characters and make audience relate to them
- Character(s) hold strong views which make them interesting
- Character(s) display emotions making them more credible
- The ultimate fate of the character(s) is interesting – affecting audience's view of them
- Etc.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none">• Candidate clearly describes how two of the tips apply to a character or characters in their chosen film – maintains a focus on the application of their chosen tips	18 - 20

	<ul style="list-style-type: none"> • Develops ideas in detail, using supporting evidence • Clear and proficient expression • Writing structured coherently • Uses spelling and written punctuation proficiently. 	
Medium	<ul style="list-style-type: none"> • Maintains focus on chosen tips in the main, loses focus at times • Provides some development of ideas and some supporting evidence • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure • Uses spelling and written punctuation reasonably well. 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus on task, lapses into summary • Provides little development of ideas, little or no support • Has poor expression, with many lapses • Writes with little structure or coherence • Writes with multiple errors of spelling and written punctuation. 	0 - 10

Question 2

(20 marks)

Film directors often create key moments through the use of striking visual images. With reference to one or more key moment(s) from the film you have studied, explain how the director's use of striking visual images makes your chosen moment(s) engaging for the viewer.

Expect candidates to analyse how key moments are made engaging for the audience through the use of striking visual imagery in the film they have studied. Allow for a liberal interpretation of 'striking'. Candidates may refer to many different visual aspects of the film. Expect a variety of approaches to the task with some candidates offering in-depth analysis of a few key moments and others analysing numerous moments and treating them with less development. Judge each piece of work on its own merits. Reward candidates who show an awareness of how films tell their stories/add meaning, through images. Reward focus, clarity and well-expressed ideas.

Mark by impression **Ex 20 marks.**

Indicative material:

Striking visual imagery:

- Adds to the dramatic quality of the moment

- Can influence the audience's response
- Intensifies focus on a character / event / object of importance
- Creates a particular mood
- Can be of aesthetic quality
- Etc.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate clearly explains how a key moment or moments in the film is/are made more engaging through the use of striking visual imagery – Maintains focus on task • Ideas well developed • Uses supportive evidence effectively • Clear and proficient expression • Writing coherently structured • Uses spelling and written punctuation proficiently. 	18 - 20
Medium	<ul style="list-style-type: none"> • Addresses the task in the main with some loss of focus • Provides some development of ideas and some supporting evidence • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure • Uses spelling and written punctuation reasonably well. 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus on task, lapses into summary • Provides little development of ideas, little or no support • Has poor expression, with many lapses • Writes with little structure or coherence • Writes with multiple errors of spelling and written punctuation. 	0 - 10

Section B**Narrative in Poetry****50 marks****Question 3****(10 marks)**

In this narrative poem we hear the story from the man's perspective. Tell the story from the woman's perspective. Write in the first person.

Expect candidates to use details from the poem to tell the story of the events described from the perspective of the woman in the relationship. Reward evidence of an understanding of what has occurred. Reward attempts to engage with the woman's emotional response to events. Reward focus, clarity and appropriate expression. Candidate should write in the first person. Expect a variety of approaches including highly creative ones. Candidates may have the woman talking to herself or addressing the poet.

Mark by impression **Ex 10 marks.**

Indicative material:

Candidate from the viewpoint of the woman:

- Describes woman's thoughts through the narrative of the poem
- Responds to the decision taken by the poet
- Describes woman's feelings
- Verbally attacks poet
- Etc.

Quality of Response	Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none">• Candidate gives an account of events from the woman's perspective, convincingly entering the thought-process and feelings of the woman in the poem• Insightful – based on the poem• Clear and proficient expression• Strong sense of register/voice• Writing well organised• Uses spelling and written punctuation proficiently.	9 - 10
Medium	<ul style="list-style-type: none">• Gives an account from the woman's perspective with some insight into her thoughts and feelings• Has reasonably good expression, with some lapses• Some sense of register• Writes in an organised manner at times – losing some structure	5 - 8

	<ul style="list-style-type: none"> • Uses spelling and written punctuation reasonably well. 	
Low	<ul style="list-style-type: none"> • Shows little evidence of understanding the task or the poem itself • Few if any insights into the woman's thoughts and feelings • Has poor expression, with many lapses • Writes with little structure or coherence • Writes with multiple errors of spelling and written punctuation. 	0 - 4

Question 4

(15 marks)

Roger McGough uses vivid imagery in this poem. Identify the two images that appealed to you the most. Explain your choices with reference to the poem.

Expect candidates to identify two images from the poem and to explain why their chosen images appealed to them most. Candidates are free to choose any images from the poem. Allow for a broad interpretation of 'imagery'. Reward responses that are convincing and that demonstrate an awareness of how language techniques are employed by poets with effect. Reward focus, clarity, development of ideas and clear expression.

Mark by impression **Ex 15 marks.**

Quality of Response	Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate explains clearly why two images from the poem appealed to them showing good insight – demonstrating a good understanding of impactful use of language in poetry • Ideas well-developed • Ideas well-supported • Clear and proficient expression • Writing well organised • Uses spelling and written punctuation proficiently. 	14 - 15
Medium	<ul style="list-style-type: none"> • Explains why two images from the poem appealed to them showing some insight • Some development of thought • Some supportive evidence • Has reasonably good expression, with some lapses 	9 - 13

	<ul style="list-style-type: none"> Writes in an organised manner at times – losing some structure Uses spelling and written punctuation reasonably well. 	
Low	<ul style="list-style-type: none"> Struggles to understand the task – drifts into summary Few if any insights Has poor expression, with many lapses Writes with little structure or coherence Writes with multiple errors of spelling and written punctuation. 	0 - 8

Question 5

(25 marks)

Read all parts of this question carefully before writing your answers in the appropriate spaces below.

You may not use the poem printed on this paper when answering this question.

Narrative poems often tell interesting personal stories.

Choose a poem you have studied that tells a personal story.

Title of the poem:
Name of the poet:

- (a) Outline what happens in your chosen poem and explain what the poem reveals to you about people. Support your response using suitable quotation from the poem.

Expect candidates to outline what happens in their chosen poem and to explain what the poem reveals to them about people through the narrative in that poem. Reward candidates who address the term 'reveals to you about people' as opposed to candidates who merely summarise the poem. Reward candidates who explore the insights to be gained from the poem chosen. Reward candidates who support their response with quotation from the poem. Reward focus, clarity, coherence and well-expressed material.

Mark by impression **Ex 10 marks.**

Quality of Response	Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> Candidate clearly outlines what happens in their chosen poem and explains what it reveals to them about people Clear and proficient expression Writing well organised Uses spelling and written punctuation proficiently. 	9 - 10
Medium	<ul style="list-style-type: none"> Some sense that their chosen poem reveals something about people 	

	<ul style="list-style-type: none"> • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure • Uses spelling and written punctuation reasonably well. 	5 - 8
Low	<ul style="list-style-type: none"> • Struggles to understand the task – drifts into summary • Has poor expression, with many lapses • Writes with little structure or coherence • Writes with multiple errors of spelling and written punctuation. 	0 - 4

(b) In your view, does the poet use imagery effectively to tell the personal story? Explain your answer, using suitable quotation from the poem.

Expect candidates to engage with the poet's use of imagery in their chosen poem to tell the personal story. Candidates are free to argue that the poet's use of imagery is or is not effective. In either case, reward well-developed and supported ideas. Reward focus, clarity, coherence and well-expressed material.

Mark by impression **Ex 15 marks.**

Indicative material:

- Imagery allowed reader to picture the scene
- Imagery was powerful and dramatic
- Imagery was emotive
- Imagery created particular mood
- Imagery encapsulated the theme
- Etc.

Quality of Response	Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate analyses whether the poet uses imagery effectively to tell the personal story • Ideas well-developed • Ideas supported • Clear and proficient expression • Writing well organised • Uses spelling and written punctuation proficiently. 	14 - 15
Medium	<ul style="list-style-type: none"> • Some engagement with how effective the poet's use of imagery is to tell a personal story 	9 - 13

	<ul style="list-style-type: none"> • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure • Uses spelling and written punctuation reasonably well. 	
Low	<ul style="list-style-type: none"> • Little if any engagement with how effective the poet's use of imagery is to tell a personal story – lapses into summary • Has poor expression, with many lapses • Writes with little structure or coherence • Writes with multiple errors of spelling and written punctuation. 	0 - 8

Section C**Appreciating Story****55 marks****Question 6****(20 marks)**

In the case of each of parts (a) to (c), indicate the correct answer by placing a tick ✓ in the appropriate box. Tick **one** box only in each case.

(a) – (c) Award **2 + 2 + 2 marks**

(a) If Hamlet's father was to describe the world he now inhabits, how would Hamlet react?

- Hamlet would be horrified. ☒
- Hamlet would be comforted. ☐
- Hamlet would want to join him. ☐

(b) According to the following lines what does Hamlet intend to do:

*Haste me to know't, that I, with wings as swift
As meditation or the thoughts of love
May sweep to my revenge.* (Lines 18 – 20)?

- He will take action speedily. ☒
- He will think about his next move very carefully. ☐
- He will get away from this ghost as quickly as possible. ☐

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

*So the whole ear of Denmark
Is by a forged process of my death
Rankly abused.* (Lines 24 – 26)?

- Hamlet's father's death is a hot topic of conversation in Denmark. ☐
- The people of Denmark are outraged by Hamlet's father's death. ☐
- The people of Denmark have been lied to about how Hamlet's father died. ☒

(d) Explain what you think Hamlet means when he says: 'O my prophetic soul! My uncle?' at the end of the extract.

Expect candidates essentially to explain the fact that Hamlet's uncle has been accused of murdering his father. They may in addition refer to the fact that this has consequences for Hamlet himself. They may suggest that Hamlet is asserting that this was something he foresaw or predicted. They may reference Hamlet's shock at the news.

Mark by impression **Ex 6 marks** using the table below.

Very good attempt	Reasonable attempt	Poor attempt	Attempt of no merit
6	4-5	1-3	0

- (e) Portraying ghosts on stage is challenging for theatre directors. Describe **one** way a ghost could be represented effectively on stage for a modern audience.

Expect candidates to describe one approach to presenting a ghost on stage. Suggestions should address the effectiveness of the approach proposed in relation to how it is received by a modern audience. Candidates are free to base their answer on the extract on the paper or provide a more generic presentation of a ghost. Reward evidence of knowledge of stagecraft.

Mark by impression **Ex 8 marks.**

Indicative material:

- Use of lighting
- Use of sound effects
- Use of other visual effects
- Use of make up
- Combinations of above
- Etc.

Very good attempt	Reasonable attempt	Poor attempt	Attempt of no merit
8-7	4-6	1-3	0

Question 7

(35 marks)

Following your study of English for Junior Cycle, you have been asked to give a talk to a group of young readers about:

The Art of Good Storytelling.

Write the text of the talk you would deliver, discussing at least three aspects of the art of good storytelling in either the prescribed Shakespearean play **or** one of the novels that you have studied.

Expect candidates to maintain focus on their studied material discussing the three aspects of good storytelling they have identified. The answer may be framed as a talk. Candidates must refer to either the Shakespearean play or a novel they have studied. Expect a variety of approaches; candidates are free to engage with any three elements that could enhance the telling of a story. Better candidates could engage with the notion of storytelling as an art. Candidates are free to critique aspects of storytelling in their chosen novel or play. Reward focus, clarity, the development of ideas and the use of a register appropriate to a talk to a group of young readers.

Indicative material:

Good storytelling may incorporate

- Creating good characters
- Exploring interesting themes
- Exploring/developing interesting relationships
- Realism/fantasy
- Creating interesting settings, relationships
- Interesting staging
- Creating mood/atmosphere
- Creating work of aesthetic quality
- Inspiring real emotions in characters and readers/audience
- Etc.

Where a candidate misinterprets the direction that they must refer to 'either the Shakespearean play or a novel they have studied' and uses the unstudied extract on 'Hamlet' or a text that is not on the prescribed list of Shakespearian plays or prescribed novels, refer the issue to your advisor.

Quality of Response	Indicators	Mark Range Ex 35
High	<ul style="list-style-type: none">• Candidate successfully analyses the art of good storytelling through an exploration of aspects of the studied text• Candidate frames the answer as a talk to a group of young readers• Develops ideas in detail, using supporting evidence from the studied text• Clear and proficient expression• Writing structured coherently with good awareness of the structure of a talk• Uses spelling and written punctuation proficiently.	32 - 35
Medium	<ul style="list-style-type: none">• Maintains focus on the task in the main, loses focus at times• Provides some development of ideas and some supporting evidence• Has reasonably good expression, with some lapses• Writes in an organised manner at times – losing some structure, some awareness of the structure of a talk• Uses spelling and written punctuation reasonably well.	19 - 31

Low	<ul style="list-style-type: none"> • Struggles to focus on task, lapses into summary • Provides little development of ideas, little or no support • Has poor expression, with many lapses • Writes with little structure or coherence, no awareness of the structure of a talk • Writes with multiple errors of spelling and written punctuation. 	0 - 18
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Section D**Shaping Stories and Emotions****35 marks****Question 8****(10 marks)**

All well-written stories have a shape or structure. One popular shape for a story is called the ***Man in Hole*** shape. Study the graphic image below which illustrates the three steps that a typical ***Man in Hole*** story takes. Complete the task that follows.

Starting with Step 1 below, outline a plot summary for a story using the three steps presented in the ***Man in Hole*** graphic above.

Expect candidates to give a brief outline of a story, using the given opening line, which follows the structure of the 'man in hole' story arc. In effect something bad must happen followed by a change in circumstance (possibly a light bulb moment) that leaves the character better off than at the start. Reward when a response demonstrates a clear understanding of the story structure. Candidates' responses do not need to be long and should not be an attempt to tell a story in detail. Reward clarity and focus.

Mark by impression **Ex 10 marks.**

Quality of Response	Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none">• Candidate's attempt shows a clear understanding of the <i>Man in Hole</i> story structure and the narrative follows the arc• Expression is concise and clear• Uses spelling and written punctuation proficiently.	9 - 10
Medium	<ul style="list-style-type: none">• Shows a partial understanding of the task• Some flaws of expression• Uses spelling and written punctuation reasonably well.	5 - 8
Low	<ul style="list-style-type: none">• Shows little or no understanding of the task• Expression flawed• Writes with multiple errors of spelling and written punctuation.	0 - 4

Question 9**(5 marks)**

Rewrite the following text, adding capital letters, commas, inverted commas, apostrophes and full stops correctly. You should create three lines of direct speech.

tell me a story jane implored youre too old for stories her father sighed ill never be too old for stories jane insisted

“Tell me a story,” Jane implored.

“You’re too old for stories,” her father sighed.

“I’ll never be too old for stories,” Jane insisted.

Candidates should demonstrate an understanding of the correct use of each of the punctuation marks. It is not necessary for a candidate to produce a perfect response to be awarded full marks.

Very Good Attempt, 3 or fewer errors	Good Attempt 4-5 errors	Reasonable Attempt 6-7 errors	Poor Attempt 8-9 errors	Attempt Of No Merit 10 + errors
5	4	3	2	0

Question 10**(20 marks)**

Choose either picture **A** or picture **B** below. Imagine that your chosen picture shows a character in a short story you are writing. Write the opening paragraph for that story in which you make this character either a villain or a hero. You may include dialogue in your paragraph.

Expect candidates to choose either picture A or picture B and to write an opening paragraph including the chosen character, the content of which suggests that he or she is either a hero or a villain. Accept a broad interpretation of hero or villain. The suggestion could be explicit or implicit. The candidate is not asked to write a story but allow broad interpretation of an opening for a story. Reward creative use of descriptive language. Reward evidence of understanding of elements of storytelling. Reward candidates who show understanding of the importance of making the opening of a story engaging.

Mark by impression **Ex 20 marks**.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate convincingly introduces a character in an opening paragraph for a short story, with the suggestion that he/she is a hero or a villain • Candidate writes engagingly – adding aspects of writing that would encourage a reader to read on • Uses descriptive language effectively • High standard of expression • Uses spelling and written punctuation proficiently. 	18 - 20
Medium	<ul style="list-style-type: none"> • Candidate introduces a character in an opening paragraph for a short story, with some suggestion that he/she is a hero or a villain • Some engaging aspects • Some use of descriptive language • Uses spelling and written punctuation reasonably well. 	11 - 17
Low	<ul style="list-style-type: none"> • Shows little understanding of the task • Writing with little engagement • Few if any descriptive elements • Writes with multiple errors of spelling and written punctuation. 	0 - 10

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 Indicators of Quality

Quality of Response	Question 1: Modified Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate clearly describes how two of the tips apply to a character or characters in their chosen film – maintains a focus on the application of their chosen tips • Develops ideas in detail, using supporting evidence • Clear and proficient expression • Writing structured coherently. 	18 - 20
Medium	<ul style="list-style-type: none"> • Maintains focus on chosen tips in the main, loses focus at times • Provides some development of ideas and some supporting evidence • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure. 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus on task, lapses into summary • Provides little development of ideas, little or no support • Has poor expression, with many lapses • Writes with little structure or coherence. 	0 - 10

Quality of Response	Question 2: Modified Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate clearly explains how a key moment or moments in the film is/are made more engaging through the use of striking visual imagery – Maintains focus on task • Ideas well developed • Uses supportive evidence effectively • Clear and proficient expression • Writing coherently structured. 	18 - 20

Medium	<ul style="list-style-type: none"> • Addresses the task in the main with some loss of focus • Provides some development of ideas and some supporting evidence • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure. 	11 - 17
Low	<ul style="list-style-type: none"> • Struggles to focus on task, lapses into summary • Provides little development of ideas, little or no support • Has poor expression, with many lapses • Writes with little structure or coherence. 	0 - 10

Quality of Response	Question 3: Modified Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives an account of events from the woman's perspective, convincingly entering the thought-process and feelings of the woman in the poem • Insightful – based on the poem • Clear and proficient expression • Strong sense of register/voice • Writing well organised. 	9 - 10
Medium	<ul style="list-style-type: none"> • Gives an account from the woman's perspective with some insight into her thoughts and feelings • Has reasonably good expression, with some lapses • Some sense of register • Writes in an organised manner at times – losing some structure. 	5 - 8
Low	<ul style="list-style-type: none"> • Shows little evidence of understanding the task or the poem itself • Few if any insights into the woman's thoughts and feelings • Has poor expression, with many lapses • Writes with little structure or coherence. 	0 - 4

Quality of Response	Question 4: Modified Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> • Candidate explains clearly why two images from the poem appealed to them showing good insight – demonstrating a good understanding of impactful use of language in poetry • Ideas well-developed • Ideas well-supported • Clear and proficient expression • Writing well organised. 	14 - 15
Medium	<ul style="list-style-type: none"> • Explains why two images from the poem appealed to them showing some insight • Some development of thought • Some supportive evidence • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure. 	9 - 13
Low	<ul style="list-style-type: none"> • Struggles to understand the task – drifts into summary • Few if any insights • Has poor expression, with many lapses • Writes with little structure or coherence. 	0 - 8

Quality of Response	Question 5(a): Modified Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate clearly outlines what happens in their chosen poem and explains what it reveals to them about people • Clear and proficient expression • Writing well organised. 	9 - 10
Medium	<ul style="list-style-type: none"> • Some sense that their chosen poem reveals something about people • Has reasonably good expression, with some lapses 	5 - 8

	<ul style="list-style-type: none"> Writes in an organised manner at times – losing some structure. 	
Low	<ul style="list-style-type: none"> Struggles to understand the task – drifts into summary Has poor expression, with many lapses Writes with little structure or coherence. 	0 - 4

Quality of Response	Question 5(b): Modified Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> Candidate analyses whether the poet uses imagery effectively to tell the personal story Ideas well-developed Ideas supported Clear and proficient expression Writing well organised. 	14 - 15
Medium	<ul style="list-style-type: none"> Some engagement with how effective the poet's use of imagery is to tell a personal story Has reasonably good expression, with some lapses Writes in an organised manner at times – losing some structure. 	9 - 13
Low	<ul style="list-style-type: none"> Little if any engagement with how effective the poet's use of imagery is to tell a personal story – lapses into summary Has poor expression, with many lapses Writes with little structure or coherence. 	0 - 8

Quality of Response	Question 7: Modified Indicators	Mark Range Ex 35
High	<ul style="list-style-type: none"> Candidate successfully analyses the art of good storytelling through an exploration of aspects of the studied text Candidate frames the answer as a talk to a group of young readers 	32 - 35

	<ul style="list-style-type: none"> • Develops ideas in detail, using supporting evidence from the studied text • Clear and proficient expression • Writing structured coherently with good awareness of the structure of a talk. 	
Medium	<ul style="list-style-type: none"> • Maintains focus on the task in the main, loses focus at times • Provides some development of ideas and some supporting evidence • Has reasonably good expression, with some lapses • Writes in an organised manner at times – losing some structure, some awareness of the structure of a talk. 	19 - 31
Low	<ul style="list-style-type: none"> • Struggles to focus on task, lapses into summary • Provides little development of ideas, little or no support • Has poor expression, with many lapses • Writes with little structure or coherence, no awareness of the structure of a talk. 	0 - 18

Quality of Response	Question 8: Modified Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate's attempt shows a clear understanding of the <i>Man in Hole</i> story structure and the narrative follows the arc • Expression is concise and clear. 	9 - 10
Medium	<ul style="list-style-type: none"> • Shows a partial understanding of the task • Some flaws of expression. 	5 - 8
Low	<ul style="list-style-type: none"> • Shows little or no understanding of the task • Expression flawed. 	0 - 4

Question 9 assesses written punctuation. Any candidates for whom the modified marking scheme applies, will receive 5 marks.

Quality of Response	Question 10: Modified Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> • Candidate convincingly introduces a character in an opening paragraph for a short story, with the suggestion that he/she is a hero or a villain • Candidate writes engagingly – adding aspects of writing that would encourage a reader to read on • Uses descriptive language effectively • High standard of expression. 	18 - 20
Medium	<ul style="list-style-type: none"> • Candidate introduces a character in an opening paragraph for a short story, with some suggestion that he/she is a hero or a villain • Some engaging aspects • Some use of descriptive language. 	11 - 17
Low	<ul style="list-style-type: none"> • Shows little understanding of the task • Writing with little engagement • Few if any descriptive elements. 	0 - 10

Appendix 2 Note in relation to prescription 2023

The prescribed texts for 2023 are outlined in DES Circular 0037/2018. 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 the candidate uses a text that is not in line with the texts prescribed for study in 2023, 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.

For question 5, if the candidate uses the poem on the paper, mark each answer on its merits and award half the marks in each case.

Appendix 3: Grade Boundaries

Grade Boundaries 2023	
Distinction	162 - 180
High Merit	135 - 161
Merit	99 - 134
Achieved	72 - 98
Partially Achieved	36 - 71
Not Graded	0 - 35

Appendix 4: Annotations used in online marking

Symbol	Description	Meaning
	Cross	Incorrect
	Horizontal Wavy Line	Error in spelling or grammar
	Tick	Correct
	Vertical Wavy Line	Seen
MMS	MMS	Modified Marking Scheme Applied