



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

**Junior Cycle 2024**

**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.

The theme for this examination paper is  
**Interesting interactions**

## **Instructions**

There are **three** sections in this paper.

Section A	Appreciating Character	75 marks	4 questions
Section B	Responding to Literary Texts	45 marks	2 questions
Section C	Showing a Critical Appreciation of Language	60 marks	3 questions

## 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 in</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 skillful 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 limited or no 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>

**Section A****Appreciating Character****75 marks****Question 1****(10 marks)**

Based on your reading of the above extract, place a tick ✓ in the box beside the correct answer.  
Tick **one** box only in each case.

**(a)** Why is Ventidius in prison?

Ventidius married a rich man's daughter. ☐

Ventidius owes a debt he cannot pay. ☒

Ventidius stole money. ☐

**(b)** Which one of the following reasons does Timon give for helping Ventidius?

Ventidius is a noble man. ☒

Ventidius knows a lot of important people. ☐

Ventidius is his loyal servant. ☐

**(c)** What does the Old Athenian ask Timon to do?

The Old Athenian asks Timon to lend him some money to pay for his daughter's wedding. ☐

The Old Athenian asks Timon to tell Lucilius to stop seeing his daughter. ☒

The Old Athenian asks Timon to marry his daughter. ☐

**(d)** Which is the best explanation of the following lines spoken by the Old Athenian:

*His honesty rewards him in itself;*

*It must not bear my daughter (L 27-28)?*

Honesty is a virtue the Old Athenian wishes his daughter possessed. ☐

Honesty is its own reward, it doesn't mean Lucilius deserves to marry the Old Athenian's daughter. ☒

The Old Athenian hopes that his daughter will choose an honest husband. ☐

(e) At the end of this scene what does Timon decide to do to placate the Old Athenian?

Timon orders Lucilius not to see the Old Athenian's daughter again.

☐

Timon suggests that Ventidius would be a better match for the Old Athenian's daughter.

☐

Timon proposes to give Lucilius enough money to match the wealth the Old Athenian intends to give to his daughter.

☒

## Question 2

(20 marks)

Imagine you are presenting Timon with a *Person of the Year Award*. Based on what you have read in the above extract write the presentation speech you would deliver to highlight his qualities.

Expect candidates to write a speech, highlighting the qualities of Timon observable in the extract. Reward a sense of appropriate register for a speech. Reward clarity of expression, focus and development.

Mark by impression Ex 20

Indicative material:

- His loyalty and friendship
- Fact that he will come to your aid if in trouble
- He will help you beyond the crisis itself
- He is collected when faced with a belligerent/problem
- Clever in coming up with a solution
- Fair
- Etc.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"><li>• <b>Candidate writes presentation speech, highlighting Timon's qualities as identified in the extract</b></li><li>• Develops ideas</li><li>• Supports with evidence from the passage</li><li>• Convincing register for a speech / engaging</li><li>• Clear expression/well ordered</li><li>• Proficient spelling and written punctuation</li></ul>	18 - 20

Middle	<ul style="list-style-type: none"> <li>• Suggests some qualities not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Some sense of appropriate register</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly identify qualities – lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor sense of register</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 – 10

### Question 3

(20 marks)

Study the pictures below showing scenes from two different stage productions of *Timon of Athens* and answer the questions that follow.

- (a) If you were directing a Shakespearean play, would you use traditional clothes (as in Picture A) or modern clothes (as in Picture B) for the actors' costumes? Give **two** reasons for your answer.

Candidates are free to choose either option but must justify their choice by giving two reasons. Candidates may refer to the Shakespearean play they have studied but they are not required to and could answer in general with reference to Shakespearean drama. Allow for responses in the negative. Allow for the possibility that both types of costume could be used in a production, reward according to the explanation offered. Reward focus, development and clarity of expression.

Mark by impression **Ex 10**

Indicative material:

- Traditional – for a more authentic experience of Shakespeare
- Modern – Traditional clothes look ridiculous to a modern audience
- Traditional – modern clothes look dull
- Modern – traditional clothes are confusing
- Modern clothes make drama more accessible
- Mixture – to distinguish between characters
- Power and status may be more recognisable in modern clothing for a modern audience
- Etc.



Quality of Response	Indicators	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate gives two clear reasons why they would opt for the type of costume they nominate</b></li> <li>• Justifies their choice clearly</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Offers reasons – not entirely convincing</li> <li>• Justification lacks clarity</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task and give clear reasons</li> <li>• Unclear</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 5

- (b)** Name a character from a Shakespearean play you have studied. Make **one** suggestion for his or her costume that you think would reflect something important about his or her character to the audience. Explain your suggestion.

Title of play:
Name of character:

Expect candidates to identify a character from a prescribed Shakespearean play and to make a costume suggestion for this character. Reward candidates who link the costume to an aspect of the chosen character's personality or behaviour in the play. Allow a liberal interpretation of 'Important'. Reward candidates who give a clear explanation for their suggestion based on the play. Allow for candidates who only suggest one item of clothing. Mark each piece of work on its own merits.

Mark by impression **Ex 10**

Indicative material:

- Style of clothing could reflect personality
- Colours / Clothing could link with emotion
- Clothing could link with character's behaviour
- Costume could link to character's actions at a key moment
- Costume could draw audience's attention
- Etc.

Quality of Response	Indicators	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate makes a suggestion about a character's costume and offers a clear explanation that is linked to an important aspect of the character</b></li> <li>• Justifies their choice clearly – linking with aspects of the play</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Offers suggestion – not entirely convincing</li> <li>• Justification lacks clarity</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task</li> <li>• Unclear</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 5

#### Question 4

(25 marks)

- (a) Using a novel **or** a play you have studied, describe one key moment when a strong relationship is apparent between two characters.

Title of play or novel:
Name of playwright or author:

Expect candidates to describe one key moment when a strong relationship is apparent between two characters in their chosen text. Reward a clear, well-expressed description of the moment. Allow for a liberal interpretation of key moment.

Mark by impression **Ex 10**

Quality of Response	Indicators	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly describes one key moment when a strong relationship is apparent between two characters</b></li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Offers description – not entirely convincing</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task</li> <li>• Unclear</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 5

**(b)** Do you think both of the characters benefitted equally from this relationship? Explain your answer using your chosen text as support.

Candidates may argue that it is a mutually beneficial relationship or not. They may argue for something in between – at times yes and at other times no. Reward candidates who develop their response with reference to their chosen text. Reward well-focused and clearly expressed writing.

Mark by Impression **Ex 15**

Quality of Response	Indicators	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly engages with the focus of whether or not the relationship was mutually beneficial</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	14 - 15

Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	8 - 13
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 7

## Question 5

(20 marks)

Do you agree that Derek Landy makes effective use of dialogue in this passage? Support your answer with reference to the passage.

Candidates are free to agree or disagree with the notion that the use of dialogue is effective. Allow for candidates who do/do not find aspects effective. Reward candidates who engage with how dialogue is used by the writer. Reward candidates with knowledge of technical aspects of language. Reward focused, developed and clear writing. Reward candidates who use the passage well.

Mark by impression **Ex 20**

Indicative material:

- Overall the dialogue sounds realistic
- It keeps the reader interested
- Good distinction between the different characters created by dialogue
- Good sense on teenage voice
- Clever use of short snappy phrases – gives pace
- Not effective – boring
- Doesn't hold my interest
- Teenager wouldn't speak to a garda in this way
- Etc.

Quality of Response	Indicators	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly engages with the writer's use of dialogue</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	11 - 17

Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 10
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### Question 6

(25 marks)

Imagine the writer wanted to continue this passage by adding another descriptive paragraph, giving the reader a clearer impression of Detective Inspector Dempsey. Based on your reading of the passage, write a short paragraph describing Dempsey that would be in keeping with the style of this passage. You may use dialogue in your text.

Expect candidates to continue the passage giving additional description of the character of Dempsey. Reward candidates who write descriptively and creatively. Reward candidates who are convincing in modelling their response on the style of the passage. Reward candidates who use dialogue effectively – modelled on the passage. In particular, reward quality writing.

Mark by impression **Ex 25**

Quality of Response	Indicators	Mark Range <b>Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a very effective descriptive paragraph modelled on the passage.</b></li> <li>• Clear expression – fluent - lively</li> <li>• Proficient spelling and written punctuation</li> </ul>	23 - 25
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Lapses in expression – control over writing – not entirely convincing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	13 - 22
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 12

**Question 7****(20 marks)**

How does Dickens use language to make the man a threatening character in this passage?

Support your answer with reference to at least **two** examples from the text.

Reward candidates who explicitly discuss the language choices made in the passage and link them to the creation of a threatening character.

Mark by impression **ex 20**.

Indicative material:

- Use of dialogue to add authentic threat
- Use of verbs to indicate the quick movement of the character
- Use of listing to emphasise the details of his demeanour
- Repetition of 'a man' to capture Pip's terror
- Use of adjectives to describe his clothing
- Use of violent verbs (smothered, lamed, cut, stung, torn, limped, shivered, etc.)
- Use of alliteration (glared and growled)
- etc.

Quality of Response	Indicators	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly engages with the writer's use of language to create a threatening character</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 10

**Question 8****(20 marks)***‘Interesting interactions create interesting poems.’*

Choose a poem you have studied where the poet captures an interesting interaction between people or between people and the world around them.

Title of poem:
Name of poet:

- (a)** Describe the interesting interaction that the poet captures in your chosen poem. Support your response with reference to the poem.

Expect candidates to describe an interaction that takes place in their nominated poem. The interaction may be between people but could also be between people and other animals, nature, inanimate objects. Reward clarity and well-expressed ideas. Responses will vary depending on the material chosen. Candidates may address ‘interesting’ implicitly but there should be a sense that what is being described is interesting.

Mark by impression **Ex 10**

Quality of Response	Indicators	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly describes an interesting interaction from a chosen poem</b></li> <li>• Uses the poem effectively for support</li> <li>• Clear expression – fluent - lively</li> <li>• Proficient spelling and written punctuation</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing</li> <li>• Some use of the poem for support</li> <li>• Lapses in expression – control over writing – not entirely convincing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little supporting evidence</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 5



- (b) Discuss **one** poetic technique used by the poet to make it an interesting interaction. Refer to the poem to support your response.

Expect candidates to discuss how one poetic technique used by the poet helps to make the interaction interesting. Allow for a range of techniques. Reward candidates who demonstrate an appreciation of the link between language use and meaning. Reward candidates who are convincing that the use of the technique creates interest around the interaction. Reward focus, development and clear expression.

Mark by impression **Ex 10**

Quality of Response	Indicators	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"><li>• <b>Candidate identifies poetic technique and explores how it makes the interaction interesting</b></li><li>• Uses the poem effectively for support</li><li>• Clear expression – fluent - lively</li><li>• Proficient spelling and written punctuation</li></ul>	9 - 10
Middle	<ul style="list-style-type: none"><li>• Some engagement with the task - not entirely convincing</li><li>• Some use of the poem for support</li><li>• Lapses in expression – control over writing – not entirely convincing</li><li>• Reasonable spelling and written punctuation</li></ul>	6 - 8
Low	<ul style="list-style-type: none"><li>• Candidate lapses into summary, misunderstands the task</li><li>• Little supporting evidence</li><li>• Poor expression and control over language</li><li>• Poor spelling and written punctuation.</li></ul>	0 - 5

### Question 9

**(20 marks)**

Describe a scene in the film that you have studied that has a powerful atmosphere and outline the ways in which the film makers created that atmosphere

Name of film:

Expect candidates to describe a scene in the film that has a powerful atmosphere. Allow for a liberal interpretation of 'powerful atmosphere'. Expect candidates to outline at least two ways the film makers created that atmosphere. Reward clear engagement with the task.

Mark by impression **Ex 20.**

Indicative material:

- Use of lighting to create atmosphere
- Use of soundtrack/soundscape to create tension
- Repetition of key motifs
- Use of camera angles or shots to build tension or empathy with a character
- Directorial decisions regarding placement of characters, use of tone, movement, etc.
- Editing decisions regarding splicing of shots, voiceovers, merging of scenes, etc.
- Etc.

Quality of Response	Indicators	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a clear description of the scene with a sustained discussion of techniques used.</b></li> <li>• Good knowledge of film makers' work evident</li> <li>• Convincing register - interesting</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Suggests some techniques not entirely convincing – loses focus on task</li> <li>• Some sense of appropriate register</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task</li> <li>• Poor sense of register</li> <li>• Poor expression and control over language</li> <li>• Poor spelling and written punctuation.</li> </ul>	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 2: Modified Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes presentation speech, highlighting Timon's qualities as identified in the extract</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Convincing register for a speech / engaging</li> <li>• Clear expression/well ordered</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Suggests some qualities not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Some sense of appropriate register</li> <li>• Lapses in expression – control over writing</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly identify qualities – lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor sense of register</li> <li>• Poor expression and control over language</li> </ul>	0 - 10

Quality of Response	Question 3 (a): Modified Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> <li>• <b>Candidate gives two clear reasons why they would opt for the type of costume they nominate</b></li> <li>• Justifies their choice clearly</li> <li>• Clear expression/well ordered</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Offers reasons – not entirely convincing</li> <li>• Justification lacks clarity</li> <li>• Lapses in expression – control over writing</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task and give clear reasons</li> <li>• Unclear</li> <li>• Poor expression and control over language.</li> </ul>	0 - 5

Quality of Response	<b>Question 3 (b): Modified Indicators</b>	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate makes a suggestion about a character's costume and offers a clear explanation that is linked to an important aspect of the character</b></li> <li>• Justifies their choice clearly – linking with aspects of the play</li> <li>• Clear expression/well ordered</li> <li>• Proficient spelling and written punctuation</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Offers suggestion – not entirely convincing</li> <li>• Justification lacks clarity</li> <li>• Lapses in expression – control over writing</li> <li>• Reasonable spelling and written punctuation</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task</li> <li>• Unclear</li> <li>• Poor expression and control over language</li> </ul>	0 - 5

Quality of Response	<b>Question 4 (a): Modified Indicators</b>	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly describes one key moment when a strong relationship is apparent between two characters</b></li> <li>• Clear expression/well ordered</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Offers description – not entirely convincing</li> <li>• Lapses in expression – control over writing</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task</li> <li>• Unclear</li> <li>• Poor expression and control over language.</li> </ul>	0 - 5

Quality of Response	<b>Question 4 (b): Modified Indicators</b>	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly engages with the focus of whether or not the relationship was mutually beneficial</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Clear expression/well ordered</li> </ul>	14 - 15
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> </ul>	8 - 13
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language.</li> </ul>	0 - 7

Quality of Response	<b>Question 5: Modified Indicators</b>	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly engages with the writer's use of dialogue</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Clear expression/well ordered</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language.</li> </ul>	0 - 10

Quality of Response	<b>Question 6: Modified Indicators</b>	Mark Range <b>Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a very effective descriptive paragraph modelled on the passage</b></li> <li>• Clear expression – fluent - lively</li> </ul>	23 - 25
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Lapses in expression – control over writing – not entirely convincing</li> </ul>	13 - 22
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Poor expression and control over language.</li> </ul>	0 - 12

Quality of Response	<b>Question 7: Modified Indicators</b>	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly engages with the writer's use of language to create a threatening character</b></li> <li>• Develops ideas</li> <li>• Supports with evidence from the passage</li> <li>• Clear expression/well ordered</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing – loses focus</li> <li>• Some development</li> <li>• Limited support</li> <li>• Lapses in expression – control over writing</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little relevant development</li> <li>• No support</li> <li>• Poor expression and control over language.</li> </ul>	0 - 10

Quality of Response	<b>Question 8 (a): Modified Indicators</b>	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly describes an interesting interaction from a chosen poem</b></li> <li>• Uses the poem effectively for support</li> <li>• Clear expression – fluent - lively</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing</li> <li>• Some use of the poem for support</li> <li>• Lapses in expression – control over writing – not entirely convincing</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little supporting evidence</li> <li>• Poor expression and control over language</li> </ul>	0 - 5

Quality of Response	<b>Question 8 (b): Modified Indicators</b>	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies poetic technique and explores how it makes the interaction interesting</b></li> <li>• Uses the poem effectively for support</li> <li>• Clear expression – fluent - lively</li> </ul>	9 - 10
Middle	<ul style="list-style-type: none"> <li>• Some engagement with the task - not entirely convincing</li> <li>• Some use of the poem for support</li> <li>• Lapses in expression – control over writing – not entirely convincing</li> </ul>	6 - 8
Low	<ul style="list-style-type: none"> <li>• Candidate lapses into summary, misunderstands the task</li> <li>• Little supporting evidence</li> <li>• Poor expression and control over language.</li> </ul>	0 - 5



Quality of Response	Question 9: Modified Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a clear description of the scene with a sustained discussion of techniques used.</b></li> <li>• Good knowledge of film makers' work evident</li> <li>• Convincing register - interesting</li> <li>• Clear expression/well ordered</li> </ul>	18 - 20
Middle	<ul style="list-style-type: none"> <li>• Suggests some techniques not entirely convincing – loses focus on task</li> <li>• Some sense of appropriate register</li> <li>• Lapses in expression – control over writing</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Candidate does not clearly understand the task</li> <li>• Poor sense of register</li> <li>• Poor expression and control over language.</li> </ul>	0 - 10

## **Appendix 2 Note in relation to prescription 2024**

The prescribed texts for 2024, 2025 and 2026 are outlined in DES Circular 0014/2022. 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 2024, 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

Grade Boundaries 2024	
Distinction	162 - 180
High Merit	135 - 161
Merit	99 - 134
Achieved	72 - 98
Partially Achieved	36 - 71
Not Graded	0 - 35

#### Appendix 4:

Question	Marks
1a	2
1b	2
1c	2
1d	2
1e	2
2	20
3a	10
3b	10
4a	10
4b	15
5	20
6	25
7	20
8a	10
8b	10
9	20

## Appendix 5: Annotations used in online marking

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