



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

**Junior Cycle 2025**

**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

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

The theme of this examination paper is

## Perception

### Section A

### Appreciating language

45 marks

#### Question 1

(10 marks)

In this poem, the speaker is reflecting on her life and wishing she lived in a simpler time. Which part of her reflection do you find most interesting? Explain your choice.

Expect candidates to focus on a particular, reflective aspect of her life the poet has articulated in the poem. Expect candidates to describe how the reflective aspect they have chosen from the poem reflects the poet's desire to live in a simpler time. Reward focused, clear, developed and well-expressed writing.

Mark by impression **Ex 10 marks**.

Indicative material:

Candidates may decide to discuss the poet's wish to:

- have lived in a different time
- learn from nature
- have lived in a different place (Japan)
- have a new name
- spend the end of her life happy and content in the decisions she made
- have a better understanding of the universe and her place in it
- have only simple worries in her life
- etc.

Quality of Response	Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"><li>• <b>Candidate clearly identifies a reflective aspect of the poet's life expressed in the poem and insightfully explains why they found this aspect interesting</b></li><li>• Develops the idea in detail, using supporting evidence</li><li>• Clear and proficient expression</li><li>• Writing structured and coherent</li><li>• Proficient spelling and written punctuation</li></ul>	9-10

Medium	<ul style="list-style-type: none"> <li>• Candidate identifies a reflective aspect conveyed by the poet in the poem. Selected aspect may lack some insight. Why this insight was interesting may not be fully articulated.</li> <li>• Provides some development of the idea and some supporting evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – with lapses in structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	5-8
Low	<ul style="list-style-type: none"> <li>• Candidate may identify a reflective aspect in the poem but struggles to articulate what the poet was reflecting on in their chosen aspect. Why they found it interesting may not have been discussed by the candidate.</li> <li>• Points/ideas lack development with little or no support</li> <li>• Expression is poor with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0 - 4

## Question 2

(15 marks)

Identify the following three terms as they are used in the poem. Explain how the use of each impacted your understanding of the poem.

- **Tone**

- **Enjambment / run-on lines**

- **Symbolism**

Expect candidates to select an aspect of the poem for each of the three terms. Candidates should clearly outline how each term had an impact on their understanding of the poem. Reward candidates who address all three aspects of the question. These may be treated individually or collectively but all three aspects must be identified and given approximately equal discussion.

Mark by impression **Ex 5 marks per term.**

Indicative material:

Tone

- Reflective tone – Candidates may point to specific stanzas to highlight examples of reflection
- Determined tone – Candidates may point to the poet's desire to teach as an example of their determination to change
- Etc.

### Enjambment / Run-on lines

- Between second and third stanzas – Effective in linking small objects (cups of tea) to large objects (the universe)
- Between sixth and seventh stanzas – Effective in linking the poet's desire to teach and her desire to keep travelling
- Etc.

### Symbolism

- 'take to the road' – Reflecting the need for a journey or change
- 'tree stands for itself' – Reflecting the poet's desire for growth and stability
- 'tears in my knapsack' – Reflecting how life may still cause minor problems along the way
- Etc.

### Question 3

(20 marks)

Select any **two** poems you have studied as part of your course. Outline how each poem gave you a broader understanding of the world. You may not use the poem on page 3.

Name of poem 1:
Name of poet:
Name of poem 2:
Name of poet:

Expect candidates to clearly identify the name of each poet and poem before beginning. Candidates should discuss the two poems they have selected, though not necessarily equally. Reward candidates who focus on the 'broader understanding of the world' that they gained from their chosen poems. Candidates may use the same 'broader understanding' for both poems or have gained a different understanding from each poem.

Mark by impression **Ex 20 marks**.

### Indicative material:

Candidates may wish to discuss how poetry gave them a broader understanding of:

- the importance of friends
- the inevitability of death
- the impact of war
- the beauty of nature
- the power of determination
- etc.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Clearly identifies a broader understanding of the world that each poem helped them achieve. Candidates primarily focus on developing how the poets expressed their insight and avoid summary.</b></li> <li>• Develops the idea in detail for both poems, though not necessarily equally, using supporting evidence</li> <li>• Clear and proficient expression</li> <li>• Writing is structured and coherent</li> <li>• Proficient spelling and written punctuation</li> </ul>	18-20
Medium	<ul style="list-style-type: none"> <li>• Addresses the broader understanding aspect to some extent for each poem. Summary detail is evident in places.</li> <li>• Provides some development of the idea and some supporting evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	12-17
Low	<ul style="list-style-type: none"> <li>• May select a broad understanding for each poem but struggles to develop how the poet achieved this beyond summary detail</li> <li>• Provides little or no development of ideas with little or no support for ideas</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0-11



**Section B****Writing to explain and comment****40 marks****Question 4****(15 marks)**

Plays are often most enjoyable because of their moments of suspense. Select a specific moment of suspense from the Shakespearean play you have studied from the prescribed list. Describe this moment and explain why this moment has a sense of suspense.

Expect candidates to use details from a prescribed Shakespearean play they have studied. Reward candidates that choose a specific moment of suspense rather than selecting a number moments of suspense from across the play. Candidates should describe this moment and focus on why this moment had a sense of suspense. Candidates should avoid merely giving a summary. Candidates may refer to what happened before and after this moment and how this contributed to the sense of suspense. Candidates may make reference to a production or film version of the play they have seen to explain why this moment has a sense of suspense.

Mark by impression **Ex 15 marks.**

Indicative material:

- How dialogue delivered by characters in their chosen moment creates suspense, recognising how the dialogue reflects or contradicts earlier statements in the play
- How Shakespeare introduced an unexpected action into the plot from a character or characters in the play
- How what happened before and after this moment contributed to the sense of suspense
- How a production/film version of the play the candidate has seen demonstrated why this moment has a sense of suspense
- Etc.

Quality of Response	Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"><li>• <b>Candidate describes the moment and explains why it was a moment of suspense</b></li><li>• Ideas well-developed</li><li>• Ideas well-supported</li><li>• Clear and proficient expression</li><li>• Writing well-organised</li><li>• Proficient spelling and written punctuation</li></ul>	13 - 15
Medium	<ul style="list-style-type: none"><li>• Describes moment and explains why this moment created suspense. Candidate may focus too much on what is</li></ul>	8 - 12

	happening rather than how the suspense was achieved. <ul style="list-style-type: none"> <li>• Some development of thought</li> <li>• Some supportive evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	
Low	<ul style="list-style-type: none"> <li>• May struggle to understand the idea of suspense</li> <li>• Candidate only summarises events</li> <li>• Few if any insights</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0 - 7

### Question 5

(25 marks)

Based on the same play, reflect on the **resolution** of the play (see page 10). What is the moral or lesson an audience might learn from the resolution? Support your answer with reference to the text.

Expect candidates to explore a clear moral or lesson an audience member may learn from the play. Discussion should primarily focus on the resolution of the play and how these events leave an audience with something to reflect on/learn from. In discussing the events of the resolution, candidates may also refer to events from earlier parts in the play to support the importance of actions in the resolution.

Mark by impression **Ex 25 marks**.

Indicative material:

- The power of hatred and the impact it can have on shaping the lives of people (*The Merchant of Venice*), etc.
- How roles in society are not defined and limited but rather undefined and changeable (*Twelfth Night*), etc.
- The importance of our family and parents. How much should we allow them to influence our lives? (*As You Like It*), etc.
- How can we best support the society we live in? (*Julius Caesar*), etc.
- Is deceit always a bad thing or is it sometimes a necessary evil? (*Much Ado About Nothing*), etc.
- Etc.

Quality of Response	Indicators	Mark Range Ex 25
High	<ul style="list-style-type: none"> <li>• <b>Candidate has a very clear sense of the moral or message an audience may find in the resolution of their Shakespearean text</b></li> <li>• Specific references to the resolution and perhaps other parts of the play are used to support their view</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> <li>• Proficient spelling and written punctuation</li> </ul>	23-25
Medium	<ul style="list-style-type: none"> <li>• A lesson an audience may learn from the play has been provided but is not fully supported with reference to events in the resolution</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	14-22
Low	<ul style="list-style-type: none"> <li>• Struggles to articulate a lesson the audience may have learned from the play</li> <li>• May misunderstand 'resolution'</li> <li>• Summary of resolution provided</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0-13

In questions 4 and/or 5, where a candidate misinterprets the direction that they must refer to 'the Shakespearean play you have studied from the prescribed list,' and uses a text that is not on the prescribed list of Shakespearean plays, refer the issue to your Advising Examiner.

<b>Section C</b>	<b>Appreciation of character, setting and story</b>	<b>40 marks</b>
------------------	---	-----------------

**Question 6****(25 marks)**

Choosing a central character from **either** a film or novel you studied from the prescribed list, write a short essay on how your perspective (opinion) of this character developed as you studied the text.

Your essay may use whatever points you feel relevant but may include reference to:

- key decisions this character makes
- dialogue from this character
- how this character interacts with other characters

Film/Novel:
Central character:

Expect candidates to focus on how their opinion of a central character developed over the course of studying the text. In this response there should be a clear linking from their initial views to how they developed and their final opinion of the central character. Candidates are free to focus on one or more of the prompts or use their own insights. If using their own insights, candidates must clearly discuss how their perspective of the character developed over the course of the text.

Accept discussion of any character the candidate chooses from the prescribed film or novel.

Mark by impression **Ex 25 marks.**

Indicative material:

- Central character seemed initially reserved but because of their actions the reader develops their opinion of them as a leader within the group (Film/Novel)
- Camera angles and musical score for a central character change throughout the film to help develop our opinion of the character (Film)
- Central character seemed initially uncaring and, through their dialogue across the course of the text, the reader develops the opinion that this was indeed the case (Film/Novel)
- Central character seemed initially selfish, but because of their interactions with other characters, the reader develops the opinion that they are indeed empathetic (Film/Novel)
- Etc.

Quality of Response	Indicators	Mark Range Ex 25
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly traces how their opinion of their chosen character developed over the course of studying the text</b></li> <li>• Ideas well-developed</li> <li>• Ideas supported</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> <li>• Proficient spelling and written punctuation</li> </ul>	23-25
Medium	<ul style="list-style-type: none"> <li>• Some engagement with how their opinion of a character developed. Some character analysis may be present.</li> <li>• Some development of thought</li> <li>• Some supportive evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	14-22
Low	<ul style="list-style-type: none"> <li>• Little if any reference to how their opinion of a character developed</li> <li>• Relies on text summary</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0-13

Where a candidate misinterprets the direction that they must refer to ‘**either** a film or novel you studied from the prescribed list’, and uses a text that is not on the prescribed list of prescribed novels or films, refer to your Advising Examiner.

### Question 7

(15 marks)

Using a short story that you have studied, outline how the setting has a vital influence on a character’s actions.

Expect candidates to describe how the setting of their short story has a vital influence on their chosen character’s actions. Reward candidates who show awareness of how some actions by their chosen character are influenced by the setting of the short story.

Mark by impression **Ex 15 marks-See Appendix 3.**

Indicative material:

Influence of:

- actions or absence of government in that setting
- parents and/or family
- magical, supernatural or science fiction forces
- the time the short story is set e.g. futuristic/dystopian, time of war, etc.
- physical location, time of day, time of year, etc.
- etc.

Quality of Response	Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies a setting from a short story that has a clear influence on the actions of their chosen character. Candidate shows a clear understanding of how pivotal the setting was to influencing the actions of their chosen character.</b></li> <li>• Ideas well-developed</li> <li>• Ideas well-supported</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> <li>• Proficient spelling and written punctuation</li> </ul>	13 - 15
Medium	<ul style="list-style-type: none"> <li>• Describes the setting with some limited reference to the setting's influence on the character's actions</li> <li>• Some development of thought</li> <li>• Some supportive evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	8 - 12
Low	<ul style="list-style-type: none"> <li>• Struggles to understand the idea of setting as an influence. The answer may be more a summary of events.</li> <li>• Few if any insights</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0 - 7

## Section D Listening and writing with imaginative purpose 55 marks

### Question 8

(15 Marks)

Based on the interview to this point, what question could Leon ask next? Write the question and explain your choice.

Reward candidates for a well-chosen question. The question they chose should be grounded in the interview. Candidates should explain their choice of question.

Mark by impression **Ex 15 marks**.

Indicative material:

Questions asked may be based around:

- What do you do when you do get fazed?
- How has your identity shaped your experience in the entertainment industry?
- Why did you emphasise 'training' as being so important?
- Who are some 'good people' you have worked with in the industry?
- Do you feel you have been 'ignored' at any point in your career so far?
- Etc.

Indicative material:

Explanation for question chosen:

- Candidates may point out the question builds on the responses so far.
- Candidates could point to factors such as increasing listenership of those interested in questions about writing, directing and acting.
- Etc.

Quality of Response	Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"><li>• <b>Candidate selects a question that is clearly based on the interview to this point. Candidate also articulates a clear rationale for Leon asking this question.</b></li><li>• Candidate frames the question from Leon's perspective as the interviewer</li><li>• Develops the explanation in detail, using supporting evidence from the text</li><li>• Clear and proficient expression</li><li>• Writing structured coherently with good awareness of the structure of an interview</li><li>• Proficient spelling and written punctuation</li></ul>	13 - 15

Medium	<ul style="list-style-type: none"> <li>• Question may be less clearly linked to the interview to this point</li> <li>• Provides some explanation for choosing this question</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure, but has some awareness of the structure of an interview</li> <li>• Reasonable spelling and written punctuation</li> </ul>	8 - 12
Low	<ul style="list-style-type: none"> <li>• Question suggested is not clearly linked to this interview to this point</li> <li>• Provides little or poor rationale for choosing this question</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence, no awareness of the structure of an interview</li> <li>• Poor spelling and written punctuation.</li> </ul>	0 - 7

### Question 9

(15 marks)

You have been asked by the RTÉ media department to write a short and creative social media post, advertising this podcast. The post will be accompanied by a link to the episode and the picture of Derek Ugochukwu (below). The social media post should aim to:

- attract people to listen to the podcast
- aim to get reposts from other social media users.

Expect candidates to address both aspects of the question, but not necessarily equally. Reward candidates that show awareness of the genre/medium they are writing in. Reward creative approaches by candidates to both attract listeners and achieve reposts. Reward candidates who refer to aspects of the interview segment. Social media post may be brief and concise.

Mark by impression **Ex 15 marks**.

Indicative material:

- Appealing to listeners interested in film and acting
- Reference to diversity in the entertainment industry
- Makes use of the fact that a picture of Derek Ugochukwu will accompany the social media post
- Asks people to both listen to and repost the link provided
- Etc.



Quality of Response	Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> <li>• <b>Candidate has shown a creative approach to meeting the requirements of the brief given to them</b></li> <li>• <b>Candidates should show a clear understanding of the audience they are writing for and the format they are writing in</b></li> <li>• Creative approach to the genre</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> <li>• Proficient spelling and written punctuation</li> </ul>	13 - 15
Medium	<ul style="list-style-type: none"> <li>• Candidates have generally met the requirements of the brief given to them</li> <li>• Some awareness of the audience and format they are writing in</li> <li>• Some development of thought</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – some loss of structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	8 - 12
Low	<ul style="list-style-type: none"> <li>• Struggles to understand the brief they have been given</li> <li>• Mechanically written with little sense of how to achieve the task set</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0 - 7

### Question 10

(25 marks)

The extract below comes from the graphic novel *Global* by Eoin Colfer, Andrew Donkin and Giovanni Rigano. Inspired by the visual and written information supplied in the graphic novel extract, write a diary entry from this character's perspective just after this moment.

Expect candidates to write clearly from the perspective of the character in the visual. Reward candidates who use both written and visual elements of the extract to inspire their own piece. The piece should be written in the genre of a diary entry. Absence of date and

formal diary entry structure should not be overly penalised. The diary entry should be written in a personal/private tone throughout.

Mark by impression **Ex 25 marks**.

References may be made to:

- the quality of her relationship with her mother
- the physically cold conditions where she lives
- her relationship with her dog
- her love of photography
- her love of the natural world
- anticipation of/preparation for a forthcoming event/exam/course/scheme
- etc.

Quality of Response	Indicators	Mark Range Ex 25
High	<ul style="list-style-type: none"> <li>• <b>Candidate shows clear awareness of the genre they are writing in</b></li> <li>• <b>Ideas from source material utilised very effectively</b></li> <li>• <b>Entry retains a private/personal tone throughout</b></li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> <li>• Proficient spelling and written punctuation</li> </ul>	23-25
Medium	<ul style="list-style-type: none"> <li>• Awareness of the required genre</li> <li>• Does not fully take advantage of the details from the extract</li> <li>• Some supportive evidence from extract</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – some loss of structure</li> <li>• Reasonable spelling and written punctuation</li> </ul>	14-22
Low	<ul style="list-style-type: none"> <li>• Struggles to understand the requirements of the genre</li> <li>• Inefficient use of the details from the graphic novel.</li> <li>• Few if any insights based on the source material</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> <li>• Poor spelling and written punctuation</li> </ul>	0-13

## Appendix 1

### Reasonable Accommodation - Modified Scheme

A modified marking scheme is applied to the work submitted by candidates who have been granted one or a combination of the following reasonable accommodations:

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

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

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

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

- (a) *The bus was purpel.*
- (b) *I was so exited to be visiting New York.*
- (c) *I walked proudly up to the podium to recieve my prize*

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

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

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

- (e) *When is the bus coming.*
- (f) *Isnt it cold today.*
- (g) *Seáns new car is fantastic.*

### General Indicators of Quality (Modified)

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

## Modified Indicators of Quality

Quality of Response	Question 1: Modified Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly identifies a reflective aspect of the poet's life expressed in the poem and insightfully explains why they found this aspect interesting</b></li> <li>• Develops the idea in detail, using supporting evidence</li> <li>• Clear and proficient expression</li> <li>• Writing structured and coherent</li> </ul>	9-10
Medium	<ul style="list-style-type: none"> <li>• Candidate identifies a reflective aspect conveyed by the poet in the poem. Selected aspect may lack some insight. Why this insight was interesting may not be fully articulated.</li> <li>• Provides some development of the idea and some supporting evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – with lapses in structure</li> </ul>	5-8
Low	<ul style="list-style-type: none"> <li>• Candidate may identify a reflective aspect in the poem but struggles to articulate what the poet was reflecting on in their chosen aspect. Why they found it interesting may not have been discussed by the candidate.</li> <li>• Points/ideas lack development with little or no support</li> <li>• Expression is poor with many lapses</li> <li>• Writes with little structure or coherence</li> </ul>	0 - 4

Quality of Response	Question 3: Modified Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>Clearly identifies a broader understanding of the world that each poem helped them achieve. Candidates primarily focus on developing how the poets expressed their insight and avoid summary.</li> <li>Develops the idea in detail for both poems, though not necessarily equally, using supporting evidence</li> <li>Clear and proficient expression</li> <li>Writing is structured and coherent</li> </ul>	18-20
Medium	<ul style="list-style-type: none"> <li>Addresses the broader understanding aspect to some extent for each poem. Summary detail is evident in places.</li> <li>Provides some development of the idea and some supporting evidence</li> <li>Has reasonably good expression, with some lapses</li> <li>Writes in an organised manner at times – loses some structure</li> </ul>	12-17
Low	<ul style="list-style-type: none"> <li>May select a broad understanding for each poem but struggles to develop how the poet achieved this beyond summary detail</li> <li>Provides little or no development of ideas with little or no support for ideas</li> <li>Has poor expression, with many lapses</li> <li>Writes with little structure or coherence</li> </ul>	0-11

Quality of Response	Question 4: Modified Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> <li>Candidate describes the moment and explains why it was a moment of suspense</li> <li>Ideas well-developed</li> <li>Ideas well-supported</li> <li>Clear and proficient expression</li> <li>Writing well-organised</li> </ul>	13 - 15
Medium	<ul style="list-style-type: none"> <li>Describes moment and explains why this moment created suspense. Candidate may focus too much on what is happening rather than how the suspense was achieved.</li> <li>Some development of thought</li> <li>Some supportive evidence</li> </ul>	8 - 12

	<ul style="list-style-type: none"> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> </ul>	
Low	<ul style="list-style-type: none"> <li>• May struggle to understand the idea of suspense</li> <li>• Candidate only summarises events</li> <li>• Few if any insights</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> </ul>	0 - 7

Quality of Response	Question 5: Modified Indicators	Mark Range Ex 25
High	<ul style="list-style-type: none"> <li>• <b>Candidate has a very clear sense of the moral or message an audience may find in the resolution of their Shakespearean text</b></li> <li>• Specific references to the resolution and perhaps other parts of the play are used to support their view</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> </ul>	23-25
Medium	<ul style="list-style-type: none"> <li>• A lesson an audience may learn from the play has been provided but is not fully supported with reference to events in the resolution</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> </ul>	14-22
Low	<ul style="list-style-type: none"> <li>• Struggles to articulate a lesson the audience may have learned from the play</li> <li>• May misunderstand 'resolution'</li> <li>• Summary of resolution provided</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> </ul>	0-13

Quality of Response	Question 6: Modified Indicators	Mark Range Ex 25
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly traces how their opinion of their chosen character developed over the course of studying the text</b></li> <li>• Ideas well-developed</li> <li>• Ideas supported</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> </ul>	23-25
Medium	<ul style="list-style-type: none"> <li>• Some engagement with how their opinion of a character developed. Some character analysis may be present.</li> <li>• Some development of thought</li> <li>• Some supportive evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – loses some structure</li> </ul>	14-22
Low	<ul style="list-style-type: none"> <li>• Little if any reference to how their opinion of a character developed</li> <li>• Relies on text summary</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> </ul>	0-13

Quality of Response	Question 7: Modified Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies a setting from a short story that has a clear influence on the actions of their chosen character. Candidate shows a clear understanding of how pivotal the setting was to influencing the actions of their chosen character.</b></li> <li>• Ideas well-developed</li> <li>• Ideas well-supported</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> </ul>	13 - 15
Medium	<ul style="list-style-type: none"> <li>• Describes the setting with some limited reference to the setting's influence on the character's actions</li> <li>• Some development of thought</li> <li>• Some supportive evidence</li> <li>• Has reasonably good expression, with some lapses</li> </ul>	8 - 12

	<ul style="list-style-type: none"> <li>Writes in an organised manner at times – loses some structure</li> </ul>	
Low	<ul style="list-style-type: none"> <li>Struggles to understand the idea of setting as an influence. The answer may be more a summary of events.</li> <li>Few if any insights</li> <li>Has poor expression, with many lapses</li> <li>Writes with little structure or coherence</li> </ul>	0 - 7

Quality of Response	Question 8: Modified Indicators	Mark Range Ex 15
High	<ul style="list-style-type: none"> <li><b>Candidate selects a question that is clearly based on the interview to this point. Candidate also articulates a clear rationale for Leon asking this question.</b></li> <li>Candidate frames the question from Leon's perspective as the interviewer</li> <li>Develops the explanation in detail, using supporting evidence from the text</li> <li>Clear and proficient expression</li> <li>Writing structured coherently with good awareness of the structure of an interview</li> </ul>	13 - 15
Medium	<ul style="list-style-type: none"> <li>Question may be less clearly linked to the interview to this point</li> <li>Provides some explanation for choosing this question</li> <li>Has reasonably good expression, with some lapses</li> <li>Writes in an organised manner at times – loses some structure, but has some awareness of the structure of an interview</li> </ul>	8 - 12
Low	<ul style="list-style-type: none"> <li>Question suggested is not clearly linked to this interview to this point</li> <li>Provides little or poor rationale for choosing this question</li> <li>Has poor expression, with many lapses</li> <li>Writes with little structure or coherence, no awareness of the structure of an interview</li> </ul>	0 - 7



<b>Quality of Response</b>	<b>Question 9: Modified Indicators</b>	<b>Mark Range Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate has shown a creative approach to meeting the requirements of the brief given to them</b></li> <li>• <b>Candidates should show a clear understanding of the audience they are writing for and the format they are writing in</b></li> <li>• Creative approach to the genre</li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> </ul>	13 - 15
Medium	<ul style="list-style-type: none"> <li>• Candidates have generally met the requirements of the brief given to them</li> <li>• Some awareness of the audience and format they are writing in</li> <li>• Some development of thought</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – some loss of structure</li> </ul>	8 - 12
Low	<ul style="list-style-type: none"> <li>• Struggles to understand the brief they have been given</li> <li>• Mechanically written with little sense of how to achieve the task set</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> </ul>	0 - 7

<b>Quality of Response</b>	<b>Question 10: Modified Indicators</b>	<b>Mark Range Ex 25</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate shows clear awareness of the genre they are writing in</b></li> <li>• <b>Ideas from source material utilised very effectively</b></li> <li>• <b>Entry retains a private/personal tone throughout</b></li> <li>• Clear and proficient expression</li> <li>• Writing well-organised</li> </ul>	23-25
Medium	<ul style="list-style-type: none"> <li>• Awareness of the required genre</li> <li>• Does not fully take advantage of the details from the extract</li> <li>• Some supportive evidence from extract</li> </ul>	14-22

	<ul style="list-style-type: none"> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – some loss of structure</li> </ul>	
Low	<ul style="list-style-type: none"> <li>• Struggles to understand the requirements of the genre</li> <li>• Inefficient use of the details from the graphic novel</li> <li>• Few if any insights based on the source material</li> <li>• Has poor expression, with many lapses</li> <li>• Writes with little structure or coherence</li> </ul>	0-13

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

The prescribed texts for 2024, 2025 and 2026 are outlined in Department of Education Circular Letter 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 named texts prescribed for study, 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: Note on Question 7





Arising from a mismatch between question 7 (short story) and the widely held expectation of teachers that a question of this sort would not be asked, many candidates felt that they were not in a position to respond fully to the question asked.

Accordingly, the following arrangement is being put in place to account for this mismatch:

For question 7, mark candidates according to the indicators of quality in the marking scheme, then apply the following:	
For candidates awarded:	Award:
NR or 0 marks	10 marks
1 or 2 marks	11 marks
3 or 4 marks	12 marks
5 or 6 marks	13 marks
7 or 8 marks	14 marks
9 to 15 marks	15 marks

The above arrangement is in place for this year only.

### 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