



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

Marking Scheme

English

Ordinary 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 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
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.

MARK RECKONER

Ex Marks	Higher	Middle	Lower
10	10	9 - 6	5 - 0
8	8	7 - 4	3 - 0
7	7	6 - 3	2 - 0
6	6	5 - 3	2 - 0

The theme for this examination paper is
Following your Passions

Instructions

There are four sections in this examination paper.

Section A	Reading and Responding Imaginatively	50 marks	3 questions
Section B	Appreciating Visual Genres	60 marks	4 questions
Section C	Choosing the Words and Tone to Use	35 marks	4 questions
Section D	Writing for a Variety of Purposes	35 marks	4 questions

Answer all fifteen questions.

When answering on studied material, you must use texts in line with what is prescribed for 2017.

N.B If you are concerned about the validity of a text chosen, discuss with your advising examiner with a view to escalating the material with the comment 'Text Query'.

Section A**Reading and Responding Imaginatively****50 marks****Question 1****20 marks**

N.B Question 1 will be auto-marked unless a candidate has used non-standard medium.

(a) Why did the Dublin teenager in the film *Sing Street* form a band?

A. To impress a girl

(b) When John Carney was auditioning actors for his film, what was he was looking for 'most of all'?

D. Kids who could make him laugh

(c) What was the name of the earlier film that John Carney directed?

B. *Once*

(d) What is the difference between the band in *The Commitments* and the band in *Sing Street*?

B. The band in *Sing Street* wrote their own songs

(4 × 5 marks)

Question 2**10 marks**

How were the members of U2 helpful to John Carney when he was writing and directing the film *Sing Street*?

Expect candidates to explain how U2 helped John Carney during the making of the film.

Candidates may explain one or more reasons in answering. Reward clear, focused and developed ideas.

Mark by impression Ex 10

(10 marks)

Indicative material:

Helped by,

- Pitching story ideas
- Talking about bands in the '80s
- Talking about youth, *I'd be a fool not to pick their brains.*
- Bono could give a good idea of what it's like to succeed as a band
- They set up the ultimate pop band
- Etc.

Quality of Response	Indicators:	Mark Range
High	<ul style="list-style-type: none">• Maintains focus on how helpful U2 were to John Carney throughout	Ex 10 10

	<ul style="list-style-type: none"> • Develops thoughts • Uses the passage to illustrate ideas • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting ideas • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

Question 3

20 marks

You have been given the job of directing a film or play that you have studied.

Candidates may nominate a play or a film. They can nominate a film or play from the prescribed list. They are also free to choose from outside the list.

- (a) **Name the film or play that you studied** (1 mark)
 (b) **Name an important character from your chosen film or play.** (1 mark)
 (c) **Describe a key moment in the film or play where your chosen character plays a significant role.**

Expect candidates to write a clear description of a key moment chosen from their play or film when their nominated character has an important role to play. Reward clarity and accuracy. Allow for a broad interpretation of *key moment*.

Mark by Impression Ex 6.

(6 marks)

Quality of Response	Indicators:	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate writes a clear description of the moment when their nominated character plays an important role. • Response gives a sense of the moment being significant for some reason • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	6

Medium	<ul style="list-style-type: none"> • Response loses focus on the key moment and the role their character plays in it. • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	3 -5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 2

(d) Did you like or dislike what your chosen character did in the key moment you have described? Give a reason for your answer.

Candidates are free to say that they liked or disliked what their chosen character did in the key moment. Reward focus and clarity. Expect candidates to give a reason for their point of view.

Mark by Impression Ex 6.

(6 marks)

Quality of Response	Indicators:	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate clearly states why they liked or disliked what their chosen character did in the key moment. • Response is well developed • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	3 -5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 2

(e) Give one piece of advice to the actor playing the part of your named character, about how he or she should act during this key moment. Why do you think this piece of advice would help the actor to play the part well?

Candidates should make a suggestion to the actor playing the part of the nominated character from their play or film about how he or she should perform the role of the character in the key moment. Reward an awareness of aspects of performance. Allow for the inclusion of other theatrical, filmic techniques, as long as they are linked to performance, e.g. props, costume, lighting, effects, etc.

Allow that there are differences between how an actor performs for film and how an actor performs for stage drama. Allow discussion in both areas.

Mark by Impression Ex 6.

(6 marks)

Indicative material:

- Suggestions re movement
- Suggestions re gestures / expressions
- Suggestions re use of props
- Suggestions re line delivery
- Emotional displays
- Interactions with others
- All above could make the performance more convincing
- Could highlight an important aspect of the character
- Could help performer to engage with audience
- Etc.

Quality of Response	Indicators:	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate explains how the advice they give about how their actor acts helps the actor to play the part well • Response is well developed • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	3 -5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 2

Question 4

10 marks

Describe what happens in the first four frames of this story.

Candidates should give a clear description of what occurs in the first four frames of the novel. They may give a factual account of each frame or an insightful interpretation of events in the frames as a whole. Candidates are free to use the written and the visual elements of the text. Reward clarity, focus, accuracy, coherence and attention to detail. Good responses will observe finer details from the text.

Mark by impression Ex 10

(10 marks)

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives a clear description of what happens in the first four frames of the story. • Candidate explores detail in terms of both visual and textual aspects of the story • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	10
Medium	<ul style="list-style-type: none"> • Candidate's description is not entirely clear, perhaps some confusion. • Candidate's response lacks detail or depth • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's account of what happens is incorrect or confused • Candidate's response is short and superficial • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

Question 5**5 marks**

Look at frames 8 and 9. Which one of the following two words do you think best describes Wei-Chen's reaction when Jin tells him about Amelia?

- Mean
- Or
- Funny

Give a reason for your answer.

Candidates are free to choose either option. Candidates should outline a reason for their choice. Reward clarity and focus.

Mark by Impression Ex 5 marks using the marks as outlined in Table 1

(5 marks)

Table 1

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
5	3	1	0

Question 6**10 marks**

Look at the next frame in the story which shows Jin lying in bed the night he has discovered that his friend Wei-Chen now has a girlfriend. Fill in the thought box with what you think Jin may have been thinking.

Expect candidates to imagine what Jin might be thinking in light of his friend's actions. Allow for a wide variety of responses. Expect candidates to use the first person. Reward clarity and coherence. Reward an appropriate register. Candidates may use colloquial language. Candidates may rely heavily on the stimulus material and / or may depart from the material in imagining what the character could be thinking.

Allow for a variety of moods.

Mark by impression Ex10.

(10 marks)

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidates clearly enters the thought process of Jin on the night in question • Candidate's response is original, clever, humorous, creative • Candidate shows an awareness of register in the context of the task • Candidate utilises the stimulus effectively • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	10

Medium	<ul style="list-style-type: none"> • Candidate's stays on task but shows limited evidence of original or creative thinking, adequate response • Candidate shows limited awareness of register in the context of the task • Candidate's response lacks detail or depth • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task and / or the material • Candidate shows no awareness of register in the context of the task • Candidate's response is short and superficial • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

Question 7

5 marks

This is an extract from a graphic novel. Graphic novels use a mixture of pictures and text to tell a story. Do you like this way of telling a story? Give a reason for your answer.

Candidates are free to like or to dislike the genre. They should give a reason for their response. Allow for a range of responses.

Mark by impression Ex 5 marks.

(5 marks)

Indicative material:

- Pictures add to / detract from the story
- Pictures are funny
- Prefer picture stories
- Get the best of both worlds
- Don't like a lot of writing
- Don't usually like reading, this would encourage me to read
- Etc.

Mark by Impression Ex 5 marks using the marks as outlined in Table 2

(5 marks)

Table 2

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
5	3	1	0

Question 8**30 marks****Choose a novel or short story you have studied.****(a) Name of novel or short story:** (1 mark)**(b) Author:** (1 mark)

Candidates must use a novel chosen from the prescribed list of texts.

N.B If you are concerned about the validity of the text chosen, discuss with your advising examiner with a view to escalating the material with the comment 'Text Query'. Candidates may use any short story.

(c) Describe a moment in the story that you particularly enjoyed reading.

Expect candidates to give a clear description of the moment that they have chosen. Reward clarity, coherence and good expression. Allow for a broad interpretation of a *moment*.

Mark by impression Ex 8.

(8 marks)

Quality of Response	Indicators:	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate writes a clear description of what happens in their chosen moment • Response is detailed • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	8
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	4 - 7
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task. • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 3

(d) Why did you enjoy your chosen moment? Give reasons for your answer.

Expect candidates to explain what aspect/s of the moment they have chosen, they enjoyed. They should explain and give more than one reason for their choice.

Mark by impression Ex 10.

(10 marks)

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate clearly outlines the reasons why he/she enjoyed the moment chosen • Response is developed, points of view are explained • Response is supported by reference to the text • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	10
Medium	<ul style="list-style-type: none"> • Candidate partially addresses the task • Response is developed to some degree • Little or no supporting material is used • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's response is confused and has little focus • Response is not developed • No supporting material is used – candidate may rely on summary without answering the question • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

(e) Do you think the author is a good writer? Give reasons for your answer.

Candidates are free to say yes or no in response. Candidates may also argue that the author's writing had both strengths and weaknesses. Candidates must give more than one reason in their answer. Candidates are free to discuss both content and the style of writing in their chosen story. Reward clarity, focus, coherence and well expressed ideas.

Mark by impression Ex 10.

(10 marks)

Indicative material:

- Writer had interesting ideas, themes
- Writer created interesting characters
- Could empathise with character or events
- Interesting relationships
- Descriptive writing
- Boring, not something I'm interested in
- Un/Believable Story / characters
- Etc.

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate clearly explains why he / she believes that the writer is a good or bad writer • Ideas are developed in some detail • Response is supported by reference to the text • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	10
Medium	<ul style="list-style-type: none"> • Candidate loses focus on the task • Response is developed to some degree • Little or no supporting material is used • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's response is confused and has little focus • Response is not developed • No supporting material is used – candidate may rely on summary without answering the question • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

Section C

Choosing the Words and Tone to Use

35 marks

Question 9

5 marks

The broadsheet and tabloid newspaper reports above are about the same event. Explain in one sentence what that event was.

Candidates should explain clearly what the reports are concerned with. Candidates must use a proper sentence for full marks. (5 marks)

The event was the defeat, by Ireland, of Italy in the Euro 2016 football tournament held in France or Robbie Brady scoring a goal for Ireland against Italy.

Mark by Impression Ex 5 marks using the marks as outlined in Table 3. (5 marks)

Table 3

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
5	3	1	0

Question 10 (A & B)**10 marks**

State whether the following is true or false, by writing either T (true) or F (false) in the box provided.

Report A is from a tabloid newspaper.

T

Report B is from a broadsheet newspaper.

T

(2 × 1 marks)

Explain your choice.

In both cases candidates should explain the option they have taken. Responses can refer to headlines, sub-headlines and main body of text. Responses can refer to both content and style. A candidate could conceivably be incorrect in identifying the genre but make a valid observation in relation to style, thereby meriting some reward.

Indicative material:

- Formal / informal language / slang
- Emotive language
- Headlines
- Amount of information / facts / detail
- Vocabulary used
- Content
- Etc.

Mark each response by Impression Ex 4 marks using the marks as outlined in Table 4

Table 4

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
4	2	1	0

Question 11

10 marks

Write an opening paragraph for a newspaper report about one of the topics below. You should include an appropriate headline.

- Musician wins major award
- Fan meets his/her hero
- Sportsperson achieves huge success

Candidates are free to choose any of the topics offered. Reports should include a headline (2 marks) Reward an appropriate register and sense of audience. Candidates are free to write in any newspaper style. Reward the use of coherence in line with a news report. Reward originality of ideas and content. Reward clarity, focus, originality and good expression.

Mark by impression Ex 8.

(8 marks)

Quality of Response	Indicators:	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate writes a report in an appropriate newspaper style about one of the events listed • Candidate's response is original, clever, humorous, creative • Candidate shows an awareness of register in the context of the task • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	8
Medium	<ul style="list-style-type: none"> • Candidate stays on task but shows limited evidence of original or creative thinking, adequate response. • Candidate shows limited awareness of register in the context of the task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	4 - 7
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Candidate shows no awareness of register in the context of the task • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 3

Question 12**10 marks**

You have had an unpleasant experience at a big public event that you were really looking forward to, such as a concert or sports event. Write an email in which you describe your experience to either:

A friend

Or

The organisers of the event.

Your email should be written in a suitable style.

Candidates must choose one of the two audiences. Candidates should describe the experience they had; expect an account of an unpleasant experience. Reward clarity, focus, originality and good expression. Reward an appropriate register and sense of audience. Be cognizant of the difference in audiences according to option. Candidates may choose a humorous / exaggerated response. Allow for a wide interpretation of the format of an email. Expect candidates to write suitably.

Mark by impression Ex 10.

(10 marks)

Quality of Response	Indicators:	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate writes a clear account of his / her imagined experience • Candidate's response is original, clever, humorous, creative • Candidate shows an awareness of register in the context of the task • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	10
Medium	<ul style="list-style-type: none"> • Candidate stays on task but shows limited evidence of original or creative thinking, adequate response. • Candidate shows limited awareness of register in the context of the task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Candidate shows no awareness of register in the context of the task • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

Section D**Writing for a Variety of Purposes****35 marks****Question 13****5 marks****What was the poet shocked to discover about her friend?**

Expect clear expression for full marks. The poet was shocked to discover that her friend was Junior County tennis champion.

(5 marks)

Mark each response by Impression Ex 5 marks using the marks as outlined in Table 5

Table 5

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
5	3	1	0

Question 14**5 marks****Do you think the poet likes sporty people? Give a reason for your answer.**

Expect clear expression for full marks. Allow for a range of responses. Expect one clearly explained, valid reason.

Indicative material:

- She was shocked because she doesn't normally like sporty people
- She thinks sporty people are stupid
- She expects to be bullied by sporty people
- At first she doesn't but by the end of the poem she does
- Etc.

Mark each response by Impression Ex 5 marks using the marks as outlined in Table 6

Table 6

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
5	3	1	0

Question 15**15 marks**

The theme of this paper is *Following Your Passions*. Choose a poem you have studied that you would recommend to others. You may not use the poem printed on this paper in your answers.

- (a) Title of poem: (1 mark)
(b) Name of poet: (1 mark)
(c) Why would you recommend your chosen poem to others?

Expect candidates to give a clear explanation of why they enjoyed the poem. Allow for a range of responses. Candidates may refer to any aspect of the poetry they have studied. Candidates may refer to content, theme, aspects of style, mood created etc. Expect knowledge of the poem to be demonstrated. Candidates may not use the poem printed on the examination paper.

Impression Ex 6 marks.

(6 marks)

Quality of Response	Indicators:	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate explains why he / she would recommend the chosen poem to others • Response is well developed • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	3 -5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 2

(d) You are making a short film, based on your chosen poem, to put online. What would you show in this film to help others to enjoy the poem?

Expect candidates to base their responses on their chosen poem. Allow for a wide range of responses. Candidates may refer to any aspect of the poetry they have studied. This could include reference to a poem's theme, language, imagery, mood etc. Expect candidates to justify their suggestions.

Impression Ex 7 marks.

(7 marks)

Quality of Response	Indicators	Mark Range Ex 7
High	<ul style="list-style-type: none"> • Candidate suggests appropriate content for the film that represents aspects of the chosen poem. • Response is well developed 	7

	<ul style="list-style-type: none"> • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	3 -6
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 2

Question 16

10 marks

You are the host of a TV chat show, interviewing a person who has followed their own passion in life.

(a) Name the person: (The person can be real or imaginary.)

(b) What is your chosen person passionate about?

No marks awarded for (a) and (b)

(c) Write a short text of the interview that you imagine takes place between you and your chosen person in which you discuss what they are passionate about. Use the following line as your opening:

Host: Good evening, my guest on tonight's show is a person I admire greatly, please welcome...

Expect candidates to use the format of an interview /dialogue / conversation. Reward freshness, clarity and appropriate expression. Allow for a broad choice of interviewee. The chosen person may be fictional. Allow for less formal / conversational register. Allow a liberal interpretation of 'what they are passionate about'. Reward focused, clear, original, convincing responses.

Mark by impression Ex 10 marks

(10 marks)

Quality of Response	Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate writes an interview with a chosen person about his / her passion • Ideas are interesting / original • Register is appropriate / convincing dialogue • Clear and lively expression 	10

	<ul style="list-style-type: none"> • Writing well organised • Spelling and written punctuation proficient 	
Medium	<ul style="list-style-type: none"> • Candidate loses focus on the task • Good ideas demonstrated • Some lapses in register- less convincing • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's response is confused and has little focus on the task • Register unconvincing • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 5

Section E

The Assessment Task

20 marks

Section A

Question E1

2 marks

Give the titles of two texts, from your collection of texts, that you consider to be your best writing and identify the genre of each text.

Award 1 mark per text named. Allow for a liberal interpretation of 'genre'. Award 0 if no genre is suggested.

Question E2

8 marks

Write a response to either (a) or (b).

(a) Explain how two features of the extract you have chosen are typical of its genre.

Expect candidates to identify two features from their transcribed extract and to explain how these features are typical in the genre they have nominated for the text in Question 1. Candidates might not treat the two features equally. As above, allow for a liberal interpretation of genre. Reward clear observations made by the candidate about their own writing.

Mark by impression Ex 8

(8 marks)

Or

(b) Identify a change you made in the course of writing this text that you think improved it and explain how it improved it.

Expect candidates to identify a specific change they made to their writing as indicated in their transcribed text and to explain why it improved the text. Candidates may refer to aspects of style or content. Reward clear observations made by the candidate about their own writing.

Mark by impression Ex 8

(8 marks)

Quality of Response	Indicators:	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate adheres to the task and makes meaningful observations about their own writing • Clear and lively expression • Writing well organised • Spelling and written punctuation proficient 	7 - 8
Medium	<ul style="list-style-type: none"> • Candidate partially maintains a focus on the task • Some flaws in expression • Writing organised in some respects • Reasonably good spelling and written punctuation 	4 - 6
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Many flaws in expression • Writing disorganised • Many spelling and written punctuation errors 	0 - 3

Section B

N.B. When responding to **Section B** Candidates may have used prompts from December 2016 or from May 2017.

Prompts – December 2016

- (a) How I came up with ideas for my writing
- (b) How I worked with classmates as part of developing my writing skills
- (c) How a specific piece of feedback was useful to me
- (d) Why a reader would enjoy a piece I have written

Prompts - May 2017

- (a) How an experience inspired my writing
- (b) How drafting and editing made my work more enjoyable for the reader
- (c) Something I learnt about writing from creating my Collection of Texts
- (d) How I hope to use my writing skills in the future

Question E3

10 marks

Choose two prompts from the prescribed list. Write a response to each of your chosen prompts in the spaces provided. You are encouraged to refer to specific texts from your collection.

Expect candidates to choose two prompts from either the December or the May lists and to explain how each one applies to their own writing. Reward the level of engagement shown. Candidates might not refer to texts by title. More successful responses will be evidently grounded in texts and will make specific reference to text/s. Less accomplished responses may be vague. Mark by impression Ex 5 (x 2) using only the marks as outlined in Table 7.

Table 7

Very Good Attempt	Reasonable Attempt	Poor Attempt	No Attempt
5	4	2	0

Appendix 1

Reasonable Accommodation - Modified Scheme

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

- The use of a 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).

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?

The following modified features of quality should be considered when judging work submitted by candidates with the above accommodations. Marks should be awarded in line with these features of quality. The full range of marks available should be used.

Level of Answering	Specific Features of Quality (modified)
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.
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.
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.

Appendix 2 - Modified Indicators Per Question.

Quality of Response	Modified Indicators Question 2	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Maintains focus on how helpful U2 Were to John Carney throughout • Develops thoughts • Uses the passage to illustrate ideas • Clear and lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Some loss of focus • Limited development • Some use of supporting ideas • Some flaws in expression • Writing organised in some respects 	6 - 9
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question • Ideas undeveloped • Ideas unsupported • Many flaws in expression • Writing disorganised 	0 - 5

Quality of Response	Modified Indicators Question 3 (c)	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate writes a clear description of the moment when their nominated character plays an important role. • Response gives a sense of the moment being significant for some reason • Clear and lively expression • Writing well organised 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on the key moment and the role their character plays in it. • Some flaws in expression • Writing organised in some respects 	3 - 5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised 	0 - 2

Quality of Response	Modified Indicators Question 3(d)	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate clearly states why they liked or disliked what their chosen character did in the key moment. • Response is well developed • Clear and lively expression • Writing well organised 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects 	3 - 5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised 	0 - 2

Quality of Response	Modified Indicators Question 3(e)	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate explains how the advice they give about how their actor acts helps the actor to play the part well • Response is well developed • Clear and lively expression • Writing well organised 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects 	3 - 5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised 	0 - 2
Quality of Response	Modified Indicators Question 4	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate gives a clear description of what happens in the first four frames of the story. • Candidate explores detail in terms of both visual and textual aspects of the story • Clear and lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Candidate's description is not entirely clear, perhaps some confusion. • Candidate's response lacks detail or depth • Some flaws in expression • Writing organised in some respects 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's account of what happens is incorrect or confused • Candidate's response is short and superficial • Many flaws in expression • Writing disorganised 	0 - 5

Quality of Response	Modified Indicators Question 6	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidates clearly enters the thought process of Jin on the night in question. • Candidate's response is original, clever, humorous, creative • Candidate shows an awareness of register in the context of the task • Candidate utilises the stimulus effectively • Clear and lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Candidate's stays on task but shows limited evidence of original or creative thinking, adequate response. • Candidate shows limited awareness of register in the context of the task. • Candidate's response lacks detail or depth • Some flaws in expression • Writing organised in some respects 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task and/or the material • Candidate shows no awareness of register in the context of the task • Candidate's response is short and superficial • Many flaws in expression • Writing disorganised 	0 - 5

Quality of Response	Modified indicators Question 8 (c)	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate writes a clear description of what happens in their chosen moment • Response is detailed • Clear and lively expression • Writing well organised 	8
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects 	4 - 7
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the task. • Many flaws in expression • Writing disorganised 	0 - 3

Quality of Response	Modified Indicators Question 8(d)	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate clearly outlines the reasons why he/she enjoyed the moment chosen. • Response is developed, points of view are explained • Response is supported by reference to the text • Clear and lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Candidate partially addresses the task • Response is developed to some degree • Little or no supporting material is used • Some flaws in expression • Writing organised in some respects 	6- 9
Low	<ul style="list-style-type: none"> • Candidate's response is confused and has little focus • Response is not developed • No supporting material is used – NB candidate may rely on summary without answering the question • Many flaws in expression 	0 - 5

Quality of Response	Modified Indicators Question 8 (e)	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate clearly explains why he/she believes that the writer is a good or bad writer. • Ideas are developed in some detail • Response is supported by reference to the text • Clear and lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Candidate loses focus on the task • Response is developed to some degree • Little or no supporting material is used • Some flaws in expression • Writing organised in some respects 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's response is confused and has little focus • Response is not developed • No supporting material is used – NB candidate may rely on summary without answering the question • Many flaws in expression • Writing disorganised 	0 - 5

Quality of Response	Modified Indicators Question 11	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate writes a report in an appropriate newspaper style about one of the events listed • Candidate's response is original, clever, humorous, creative • Candidate shows an awareness of register in the context of the task • Clear and lively expression • Writing well organised 	8
Medium	<ul style="list-style-type: none"> • Candidate's stays on task but shows limited evidence of original or creative thinking, adequate response. • Candidate shows limited awareness of register in the context of the task • Some flaws in expression • Writing organised in some respects 	4 - 7
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Candidate shows no awareness of register in the context of the task • Many flaws in expression • Writing disorganised 	0 - 3
Quality of Response	Modified Indicators Question 12	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate writes a clear account of his / her imagined experience • Candidate's response is original, clever, humorous, creative • Candidate shows an awareness of register in the context of the task • Clear an lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Candidate's stays on task but shows limited evidence of original or creative thinking, adequate response. • Candidate shows limited awareness of register in the context of the task • Some flaws in expression • Writing organised in some respects 	6-9
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Candidate shows no awareness of register in the context of the task • Many flaws in expression • Writing disorganised 	0 - 5

Quality of Response	Modified Indicators Question 15 (c)	Mark Range Ex 6
High	<ul style="list-style-type: none"> • Candidate explains why he / she would recommend the chosen poem to others • Response is well developed • Clear and lively expression • Writing well organised 	6
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects 	3 -5
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised 	0 - 2

Quality of Response	Modified Indicators Question 15 (d)	Mark Range Ex 7
High	<ul style="list-style-type: none"> • Candidate suggests appropriate content for the film that represents aspects of the chosen poem. • Response is well developed • Clear and lively expression • Writing well organised 	7
Medium	<ul style="list-style-type: none"> • Response loses focus on task • Some flaws in expression • Writing organised in some respects 	3 - 6
Low	<ul style="list-style-type: none"> • Struggles to focus, may not appear to understand the question. • Many flaws in expression • Writing disorganised 	0 - 2

Quality of Response	Modified Indicators Question 16	Mark Range Ex 10
High	<ul style="list-style-type: none"> • Candidate writes an interview with a chosen person about his/her passion • Ideas are interesting / original • Register is appropriate / convincing dialogue • Clear and lively expression • Writing well organised 	10
Medium	<ul style="list-style-type: none"> • Candidate loses focus on the task • Good ideas demonstrated • Some lapses in register- less convincing • Some flaws in expression • Writing organised in some respects 	6 - 9
Low	<ul style="list-style-type: none"> • Candidate's response is confused and has little focus on the task • Register unconvincing • Many flaws in expression • Writing disorganised 	0 - 5

Quality of Response	Modified Indicators Section E, Question 2	Mark Range Ex 8
High	<ul style="list-style-type: none"> • Candidate adheres to the task and makes meaningful observations about their own writing • Clear and lively expression • Writing well organised 	7- 8
Medium	<ul style="list-style-type: none"> • Candidate partially maintains a focus on the task • Some flaws in expression • Writing organised in some respects 	4 - 6
Low	<ul style="list-style-type: none"> • Candidate shows little understanding of the task • Many flaws in expression • Writing disorganised 	0 - 3

Appendix 3
Extract From DES Circular 32/2014

Texts for second and third year Novel

BLACKMAN, Malorie	Noughts and Crosses
BOYNE, John	The Dare
BRONTË, Charlotte	Jane Eyre
CATHER, Willa	My Antonia
CONNOLLY, John	The Book of Lost Things
CROSSAN, Sarah	The Weight of Water
GLEITZMAN, Morris	Once
GOLDING, William	Lord of the Flies
HINTON, S.E.	The Outsiders
JOHNSTON, Jennifer	Shadows on our Skin
KIERNAN, Celine	Into the Grey
LEE, Harper	To Kill a Mockingbird
MITCHELL, Jane	Chalkline
MULLIGAN, Andy	Trash
NESS, Patrick	The Knife of Never Letting Go
NICHOLSON, William	The Wind Singer
ORWELL, George	Animal Farm
PORTIS, Charles	True Grit
STEINBECK, John	Of Mice and Men
SWINDELLS, Robert	Stone Cold