



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

**Junior Cycle 2022**

**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 written punctuation?

Errors of spelling and written punctuation should not be penalised in excess of ten percent of the marks assigned to any question awarded 10 marks or more. It may be possible for a candidate to make a small number of spelling or punctuation errors and have no penalty imposed. Examiners should consider the standard of vocabulary used by a candidate. Assessment of spelling and written punctuation does not apply in the case of multiple choice questions or in the case of candidates granted the spelling and written punctuation waiver. Use the following table to guide your judgement.

Question Value	Penalty
30	0 or 1 or 2 or 3
25	0 or 1 or 2
20	0 or 1 or 2
15	0 or 1
10	0 or 1

Level of Answering	Features of Quality
<b>High</b>	<p>A candidate's response will:</p> <ul style="list-style-type: none"> <li>- Sustain focus on question / task being engaged 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>- Spell and use punctuation very accurately.</li> </ul>
<b>Middle</b>	<p>A candidate's response will:</p> <ul style="list-style-type: none"> <li>- focus on question / task with varying degrees of success - some lapses – perhaps not fully sustained throughout</li> <li>- Present thinking that is relevant to the task, demonstrating some insight and reflection</li> <li>- Bring some level of development to their ideas and use relevant supporting material</li> <li>- Demonstrate an awareness of structure / paragraphing – perhaps not fully sustained throughout</li> <li>- Use a register appropriate to the task, perhaps not fully sustained throughout</li> <li>- Be expressed in a generally clear and competent manner, with some lapses</li> <li>- Demonstrate a good standard of spelling and use of punctuation – with occasional error.</li> </ul>
<b>Low</b>	<p>A candidate's response will:</p> <ul style="list-style-type: none"> <li>- Struggle to address the question / task, perhaps showing a lack of understanding – many lapses – may rely on summary</li> <li>- Present ideas that are unclear, not relevant to the task, demonstrating poor insight and reflection</li> <li>- Offer little development of their ideas and use 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>- Spell and use punctuation poorly – with significant error.</li> </ul>

The theme for this examination paper is  
**A World of Wonder**

**Section A**

**Communicating and Responding**

**45 marks**

**Question 1**

**(10 marks)**

- (a) What do you think is the most important piece of advice Deirdre Sullivan gives to her readers in **Message 1**? Explain your answer.

Expect candidates to identify the piece of advice they think is most important from Message 1 and to explain why. Candidates may offer a range of suggestions. Reward focused answers, clearly expressed and well explained views.

Indicative points:

- Be your own friend
- Be easy on yourself
- Friendship is important
- Do exciting adventurous things
- You don't have to 'be' anything special
- Candidates may offer a range of explanations
- Etc.

Mark **Ex 5** using the table below:

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

- (b) What do you learn about life from your reading of **Message 2**, by Judy Curtin?

Candidates may offer a range of views in response. Expect them to address the idea that we can learn about life from what the writer says in the passage. Candidate may offer a range of answers. Reward focused answers, clearly expressed and well explained views.

Indicative points:

- You never quite know what you want to do
- Try out lots of different things
- Sometimes life / change is scary
- Take risks – be a rebel
- Life has many twists and turns
- Etc.

Mark **Ex 5** using the table below:

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

**Question 2****(10 marks)**

Look at both messages again. Which one of the messages appeals to you most? Give reasons for your answer.

Candidates are free to choose either message. Expect candidates to give reasons for their choice. Candidates may respond to the message as a whole or to focus on detailed aspects of the message. Reward focused answers, clearly expressed and well explained views.

Mark by impression **Ex 10**

Indicative points:

- Like the way it is written – humorous
- Like the writer’s outlook on life
- Like the writer’s personality
- Like / agree with, a particular aspect of what is said in the message
- Dislike / disagree with a view expressed in the other passage
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies the message that appeals to them most and gives clear reasons for their choice</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	5 - 8

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 4
-----	--	-------

### Question 3

(10 marks)

You have been asked to write four top-tips for students who are about to start first year in your school. Write your tips below, based on your own experience, and explain why you think that following these tips will help them to do well in school.

Expect candidates to come up with four top-tips for students who are about to start first year in their school. Expect a range of approaches to the task. Candidates may write generally or offer advice very particular to their own school. Candidates may not give equal treatment to each tip. Candidates' advice could be offered positively or negatively. Candidates may take a serious or humorous approach, or both. Reward clear expression / well explained ideas.

Mark by impression **Ex 10**

Indicative points:

The tips could be about

- How to treat teacher, staff and fellow pupils
- How to behave in class
- How to behave in public spaces
- What to bring in each day
- Lunch / break times
- How to avoid getting in trouble
- Etc.

Quality of Response	Indicators:	Mark Range
High	<ul style="list-style-type: none"> <li>• <b>Candidate offers four clear tips to incoming students</b></li> <li>• Original content / clever ideas</li> <li>• Ideas well developed</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	9 - 10

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	5 - 8
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 4

#### Question 4

(15 marks)

In **Message 1**, Deirdre Sullivan says,

*You can push yourself and strive to do exciting, adventurous and wonderful things...*

Imagine you have had an exciting, adventurous and wonderful experience. You have to give a talk to your class about it. Write the talk you would give in which you try to capture what the experience was like for you. The experience can be real or imaginary.

Expect candidates to write a talk about an exciting adventurous and wonderful experience they have had – the terms may be taken as synonymous. The experience may be real or imaginary. Allow for a broad definition of the terms – allow for a broad range of approaches. Reward descriptive writing. Reward clear expression and a sense of register and engagement with audience. Reward coherent and well-structured writing.

Mark by impression **Ex 15**

Indicative material:

- The candidate may offer any experience as a wonderful / adventurous / exciting one
- Holidays – going to unknown destinations
- Experiencing places / activities for the first time
- Childhood experiences
- New experiences
- Meeting heroes
- Unexpected occurrences / encounters
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a talk capturing their experience in an engaging way</b></li> <li>• Appropriate tone / awareness of audience - register</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised / coherent</li> <li>• Spelling and written punctuation proficient.</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task – less convincing</li> <li>• Some sense of personal voice - register</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 8

**Section B**
**Imagining and Creating**
**70 marks**
**Question 5**
**(10 marks)**

The following words in bold appear in the extract printed on pages 9 and 10. In the case of each word, show what the word means, as it is used in the passage, by placing a tick ✓ in the appropriate box. Tick **one** box only in each case.

**(a) Gathers**

 comes together 

 grows 

 disappears 
**(b) Embellished**

 falling apart 

 decorated with 

 growing bigger

- (c) **Pausing**
- breathing
  - stopping
  - passing

- (d) **Entire**
- funny
  - angry
  - whole

- (e) **Sighed**
- breathed out
  - shouted out loud
  - laughed out loud

**Question 6**

**(20 marks)**

(a) *“There have always been places in our world where magic gathers.”*

Give one example the author uses in the first paragraph to show what she means by this.

Reward clear expression and focus. Expect candidates to offer any one of the following as an example:

- an ancient horse and cart passing down a modern high street
- a cobbled alleyway that people walk into, but never out of
- someone who looks like they’ve stepped out of an old photograph
- someone whose bag seems to hover off the ground catches your eye in a coffee shop.
- Things disappearing.

Mark **Ex 5** using the table below:

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

(b) What was unusual about The Strangeworlds Travel Agency?

Candidates may offer a variety of views in response. Allow for a broad range of approaches. Candidates may refer to what they are familiar with in terms of travel agencies. Reward focused and clearly expressed answers.

Indicative material:

- More like a magic shop
- Dirty and rundown

- No travel posters
- The suitcases
- Jonathan’s attitude
- Etc.

Mark **Ex 5** using the table below:

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

**(c)** Describe the boy’s reaction when he enters the shop.

Expect candidates to describe how the boy reacts when he enters the shop. Reward clearly expressed points.

Indicative points:

- He is disgusted
- He is confused
- He is annoyed
- He is nervous / unsettled / frightened
- Etc.

Mark **Ex 5** using the table below:

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

**(d)** What impression did you get of Jonathan’s character, from your reading of the passage?

Expect candidates to draw inferences from what they read in the passage about Jonathan. Reward focused and clearly expressed views. Allow for a range of interpretations of his character.

Indicative points:

- He is rude and unhelpful
- He is sarcastic
- He is impatient with young people
- He is not a friendly shopkeeper
- He is mysterious
- Etc.

Mark **Ex 5** using the table below:

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

**Question 7****(15 marks)**

*“But, he was saved the trouble of answering by the suitcase to his left springing open.”*

Imagine that the boy doesn't run out of the shop at the end of the extract. Write a passage, continuing the story, in which you reveal what you think happens next. You are not required to bring the story to an end.

Expect candidates to write a passage following on from the unexpected opening of the suitcase. The boy has not fled from the shop. Allow for a range of approaches. Candidates are free to suggest that anything happens next. Reward imaginative responses. The piece does not need to be a completed narrative. Reward well written passages that attempt to write in a descriptive way modelling on the passage in terms of content and style.

Mark by impression **Ex 15**

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate continues the narrative in an engaging and fluent way.</b></li> <li>• Appropriate tone</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Less convincing – unsure of task</li> <li>• Some sense of appropriate tone</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 8

**Question 8****(20 marks)**

Read all parts of this question carefully before starting your answer.

**(a)** Name a character that you found interesting or unusual, from a play **or** film you studied.

Title of play or film:	1 mark
Name of character:	1 mark

- (b)** Explain what made this character interesting or unusual for you. Use a key moment from the text to support your response.

Candidates are free to choose either a play or a film they have studied. Candidate must nominate a character from their chosen text. Expect candidates to explain why they found their chosen character interesting or unusual. Allow for a broad range of approaches. Allow for a liberal interpretation of interesting / unusual. Expect candidates to select a key moment from their chosen text to support the view that the character is interesting or unusual.

Mark by impression **Ex 9**

Indicative points:

- Unusual / interesting opinions
- Unusual / interesting behaviour
- Unusual / interesting relationships with others
- Unusual / interesting things happen to them
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 9</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains why they found chosen character interesting, using a key moment from the text</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> </ul>	8 - 9
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 – 7
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 3

- (c) Write a conversation between yourself and your chosen character. In this conversation you should share your views with him or her on something that he or she did in the play or film.

Expect candidates to compose a conversation between themselves and the chosen character. Allow for a range of approaches to formatting. In the conversation the candidate should express their views on something the chosen character did in the play or film. The response does not have to focus on the key moment chosen in the previous part. Expect that the character responds to the candidate's views. Reward well written, natural, flowing conversations.

Mark by impression **Ex 9**

Indicative points:

- Character did something candidate agreed / disagreed with
- Character expresses views candidate agreed / disagreed with
- Character treated others well / badly
- Character earned admiration / criticism
- Character changed for better / for worse
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 9</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a clear conversation between themselves and chosen character in line with the task</b></li> <li>• Appropriate tone, sense of dialogue</li> <li>• Clear expression / fluent dialogue / engaging writing</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	8-9
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Less convincing dialogue</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 – 7
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Little sense of dialogue</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 3

## Question 9

(10 marks)

Look carefully at this token for World Book Day. Answer the questions below. Choose the correct answer by placing a tick ✓ in the appropriate box. Tick **one** box only in each case.

(a) According to the token what date was World Book Day?

March fifth

February twenty-seventh

March twenty-ninth

(b) According to the token who sponsors World Book Day?

Lego

National Book Tokens

Local booksellers

(c) What is the value of the World Book Day token?

One euro and fifty cent

One hundred and fifty euro

Ten euro and fifty cent

(d) Where will you be going if you win the prize of a family trip?

The library

The United Kingdom

Denmark

(e) If you don't choose to use the token to get €1.50 off a book, what can you exchange it for?

A set of pens and pencils

Lego toys

A World Book Day Book

**Question 10****(15 marks)**

A film is being made of a novel you have studied and you have been asked to design a poster to advertise it. Describe in words the three images you would use for your poster for the film. Based on your reading of the novel, explain why you would use these images.

Title of novel:	1 mark
Author:	1 mark

Expect candidates to describe three images that they would put on a poster to advertise their chosen film. Expect them to choose images that best represent important aspects of the novel. Candidates may not treat each image equally. Candidates should not draw images. Reward clear focus on the task. Reward well expressed ideas that show good knowledge of the text.

Mark by impression **Ex 13**

Indicative points:

The chosen image:

- Shows a key moment in the novel
- Openings or endings
- Explains an aspect of character
- Demonstrates an important theme
- Would be eye-catching and encourage viewers
- Shows setting
- Would help to sell the film
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 13</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate chooses three images for poster that clearly link with an important aspect of the text</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	12 - 13
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	5 - 11

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 4
-----	--	-------

### Question 11

(10 marks)

Choose a novel **or** film **or** play that you have studied and explain two things that you found interesting about the world your chosen text was set in. You may reuse a novel or film or play that you have already answered on in an earlier question.

Title of novel <b>or</b> film <b>or</b> play: 1 mark

Expect candidates to choose either a novel or film or play they have studied and to explain two things about the world the text was set in that they found interesting. Expect a range of suggestions in response and allow for a broad interpretation of 'interesting'. Reward clearly focused and well-expressed responses showing a good knowledge of the text.

Mark by impression **Ex 9**

Indicative points:

It could be interesting because:

- It is so different to the world we are familiar with
- It was a place would / would not like to visit
- It makes people behave in admirable / non-admirable ways
- Encounter interesting people in this world
- Exciting things happen here
- Etc.

Quality of Response	Indicators:	Mark Range
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies two things they find interesting in their chosen text</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression / fluent dialogue / engaging writing</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	8-9

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 – 7
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 3

### Question 12

(10 marks)

Read the following poem by Eleanor Farjeon, then answer the questions that follow.

#### Books

What worlds of wonder are our books!  
 As one opens them and looks,  
 New ideas and people rise  
 In our fancies and our eyes.

The room we sit in melts away,  
 And we find ourselves at play  
 With someone who, before the end,  
 May become our chosen friend.

Or we sail along the page  
 To some other land or age.  
 Here's our body in the chair,  
 But our mind is over there.

Each book is a magic box  
 Which with a touch a child unlocks.  
 In between their outside covers  
 Books hold all things for their lovers.

**(a)** In stanza one, the poet uses alliteration. Write out the line with alliteration.

Award **2** marks for identification of the following: *What worlds of wonder*

**(b)** What effect do books have on the reader, according to the poet in stanzas two and three?

Award up to 4 marks in line with table below based on the quality of the answer.

Indicative points:

- Allow you to escape
- Become your friend
- Entertain us
- Brings us to other worlds
- Etc.

Mark **Ex 4** using the table below:

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
4	3	2	0

**(c)** Do you agree that, 'Each book is a magic box'? Explain your answer.

Award up to 4 marks in line with table below based on the quality of the answer.

Candidates may agree or disagree. Candidates must give a reason. Reward any reasonable suggestion.

Mark **Ex 4** using the table below:

Very Good Attempt	Reasonable Attempt	Poor Attempt	Attempt of No Merit
4	3	2	0

**Question 13**

**(15 marks)**

Choose a poem you have studied that had a powerful theme or message. You may not use the poem printed on this paper.

Name of poem:	1 mark
Name of poet:	1 mark

**(a)** What was the powerful theme or message? Explain your answer.

Expect candidates to offer an explanation as to what they consider to be a powerful theme in their chosen poem. Reward clear understanding, good focus and clear expression.

Mark by impression **Ex 6**

Quality of Response	Indicators:	Mark Range <b>Ex 6</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains a powerful theme from the chosen poem</b></li> <li>• Idea developed</li> <li>• Uses supporting evidence</li> <li>• Clear expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	6
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 - 5
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 3

**(b)** Choose an image from the poem that you think best helps you understand this theme or message. Explain why you have chosen this image.

Expect candidates to choose an image from the poem and to explain why it helps readers to understand the theme. Allow for a liberal interpretation of 'image'. Reward good understanding of the link between ideas and language use, where shown. Reward clear focus and expression. Mark by impression **Ex 7**

Quality of Response	Indicators:	Mark Range <b>Ex 7</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate nominates an image from the poem and explains why it helps on understanding theme</b></li> <li>• Ideas developed</li> <li>• Uses supporting evidence</li> <li>• Clear expression</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	7

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 – 6
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 3

**Question 14**

**(10 marks)**

You have found an envelope with a short letter inside. On the front of the envelope are the words, *A World of Wonder!* The letter starts with the following sentence:

***Dear Friend,***

***Now that you have found this letter, you will not believe what I am about to tell you.***

Continue the letter.

Expect candidates to continue the letter explaining / describing something unbelievable. Expect a broad range of approaches to the task. Candidates are free to write about anything they consider to be unbelievable. Allow for a liberal interpretation of 'believe'. Reward creative / imaginative responses. Reward clear, lively and engaging expression and a sense of register.

Mark by impression **Ex 10**

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate continues the letter outlining something unbelievable to the reader</b></li> <li>• Convincing narrative / appropriate register</li> <li>• Clear expression / fluent dialogue / engaging writing</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	9 - 10

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Less convincing narrative</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	4 – 8
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Unconvincing narrative</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 3

## Appendix 1

### Reasonable Accommodation - Modified Scheme

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

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

For Junior Cycle English this means that errors in spelling and written punctuation are not penalised. You should **not** consider spelling and written punctuation when forming your impression of this work.

You should **not** underline spelling and written punctuation errors.

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

(a) *The bus was purpel.*

(b) *I was so exited to be visiting New York.*

(c) *I walked proudly up to the podium to recieve my prize*

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

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

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

(e) *When is the bus coming.*

(f) *Isnt it cold today.*

(g) *Seáns new car is fantastic.*

### General Indicators of Quality (Modified)

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

## Modified Indicators of Quality

### Question 2

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies the message that appeals to them most and gives clear reasons for their choice</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	9 - 10
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	5 - 8
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 4

### Question 3

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate offers four tips to incoming students</b></li> <li>• Original content / clever ideas</li> <li>• Ideas well developed</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> </ul>	9 - 10

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> </ul>	5 - 8
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Ideas undeveloped</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 4

#### Question 4

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a talk capturing their experience in an engaging way</b></li> <li>• Appropriate tone / awareness of audience - register</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task – less convincing</li> <li>• Some sense of personal voice - register</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 8

Question 7

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate continues the narrative an engaging and fluent way.</b></li> <li>• Appropriate tone</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Less convincing – unsure of task</li> <li>• Some sense of appropriate tone</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 8

Question 8 (b)

Quality of Response	Indicators:	Mark Range <b>Ex 9</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains why they found chosen character interesting, using a key moment from the text</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> </ul>	8 - 9
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	4 – 7

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3
-----	---	-------

Question 8 (c)

Quality of Response	Indicators:	Mark Range <b>Ex 9</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate writes a clear conversation between themselves and chosen character in line with the task</b></li> <li>• Appropriate tone, sense of dialogue</li> <li>• Clear expression / fluent dialogue / engaging writing</li> <li>• Writing well organised</li> </ul>	8 - 9
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Less convincing dialogue</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	4 – 7
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Little sense of dialogue</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3

Question 10

Quality of Response	Indicators:	Mark Range <b>Ex 13</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate chooses three images for poster that clearly link with an important aspect of the text</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression / well described / engaging writing</li> <li>• Writing well organised</li> </ul>	12 - 13
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	5 - 11
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 4

Question 11

Quality of Response	Indicators:	Mark Range <b>Ex 9</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate identifies two things they find interesting in their chosen text</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression / fluent dialogue / engaging writing</li> <li>• Writing well organised</li> </ul>	8-9
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	4 – 7

Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3
-----	---	-------

Question 13 (a)

Quality of Response	Indicators:	Mark Range <b>Ex 6</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains a powerful theme from the chosen poem</b></li> <li>• Idea developed</li> <li>• Uses supporting evidence</li> <li>• Clear expression</li> <li>• Writing well organised</li> </ul>	6
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression</li> <li>• Writing organised in some respects</li> </ul>	4 - 5
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3

Question 13 (b)

Quality of Response	Indicators:	Mark Range <b>Ex 7</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate nominates an image from the poem and explains why it helps on understanding theme</b></li> <li>• Ideas developed</li> <li>• Uses supporting evidence</li> <li>• Clear expression</li> <li>• Writing well organised</li> </ul>	7
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some supporting evidence</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	4 – 6
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3

Question 14

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate continues the letter outlining something unbelievable to the reader</b></li> <li>• Convincing narrative</li> <li>• Clear expression / fluent dialogue / engaging writing</li> <li>• Writing well organised</li> </ul>	9 - 10

Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Less convincing narrative</li> <li>• Some flaws in expression – less engaging</li> <li>• Writing organised in some respects</li> </ul>	4 – 8
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – lack of clarity</li> <li>• Unconvincing narrative</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> </ul>	0 - 3

## Appendix 2 – Prescription 2022

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

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

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

## Appendix 3

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