



AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA | DEPARTMENT OF
EDUCATION
AND SCIENCE

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2001

Béarla

Gnáthleibhéal

Marking Scheme

Leaving Certificate Examination, 2001

English

Ordinary Level

**AN ROINN OIDEACHAIS AGUS EOLAIOCHTA
LEAVING CERTIFICATE EXAMINATION, 2001**

English – Ordinary Level – Paper 1

Total Marks: 200

Wednesday, 6th June –Morning, 9.30 – 12.20

**Department of Education and Science
Leaving Certificate English – Ordinary Level**

Marking Scheme

CRITERIA FOR ASSESSMENT

The tasks set for candidates in both Paper 1 and Paper 2 will be assessed in accordance with the following criteria:

- **Clarity of Purpose** (code **P**) 30% of marks available for the task
- **Coherence of Delivery** (code **C**) 30% of marks available for the task
- **Efficiency of Language use** (code **L**) 30% of marks available for the task
- **Accuracy of Mechanics** (code **M**) 10% of marks available for the task

Each answer will be in the form of a response to a specific task, requiring candidates

- To display a clear and purposeful engagement with the set task
- To sustain the response in an appropriate manner over the entire answer
- To manage and control language appropriate to the task
- To display levels of accuracy in spelling and grammar appropriate to the required/chosen register.

Schematised detail regarding these criteria is to be found in Appendix 1 of this Marking Scheme.

The Grade Grid utilised for purposes of applying these criteria for assessment throughout the marking is to be found in Appendix 2 of the marking scheme.

The list of texts for assessment 2001 is set out in Circular **M14/99**.

Where discrete criteria awarding is in operation, marks will be indicated on candidates' scripts in all instances in the order in which they are set out above. Thus Clarity of Purpose will always appear first in the list of marks. Marks awarded for Coherence of Delivery will follow and so on to the end.

Use of the full range of marks available.

Examiners should make themselves familiar with the range of marks available for each of the tasks set and utilise the full range of marks appropriate in the course of the marking.

Assessment will proceed in accordance with the Department's Instructions for Assistant Examiners

Paper I: “*This paper will be specifically aimed at testing the comprehending and composing abilities of students. The paper will consist of one or more texts. A variety of texts will be used, e.g. a report, an argument, a poem, a picture, a story extract.*”

(DES English Syllabus 7.3. p 19)

SECTION 1

COMPREHENDING (100 marks)

TEXT 1

My Future....

N.B. Candidates may NOT answer Question A and Question B on the same text.

Questions A and B carry 50 marks each

Question A

- (i) Why is the memory of her school so important to Sarah? Give reasons. (10)

Material will be found in answer 1 of the printed text.

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (ii) Do you share Sarah’s view of the future as she outlines it in her answer to Question 2? Give reasons for your answer. (10)

Candidates have options here – they may share or reject her views: share only in part etc. May use text, their own views and/or a combination to support their answers etc.

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (iii) “Just for a while I’d like to have no watch and be disorganised!!!” What do you think Sarah means by this? (10)

Candidates will interpret the statement in the light of the text and/or how it reflects their own experience

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (iv) In her answer to question 3, Sarah says she has “good communication skills”. From what you have read of the whole interview do you agree with her opinion of herself? Give reasons for your answer. (20)

Candidates are asked to evaluate Sarah’s statements about herself in the light of their reading of the passage as a whole etc.

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

Question B

Imagine you were asked to give an interview during your final term in school. Write the answers you would give to QUESTIONS 1 and 2 of the interview with Sarah. (50)

*Candidates will use **the printed questions**. They will use the modelled **interview format** to structure their answers. The views expressed may reflect the fact that school is coming to an end; may outline memories, look forward to the future etc.*

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

TEXT 2

THE FUTURE IS HERE....

N.B. Candidates may NOT answer Question A and Question B on the same text.

Questions A and B carry 50 marks each.

Question A

- (i) Read paragraphs 1 and 2 again. Why does the writer say that we are “ruled by machines”? (10)

Material is in the stipulated paragraphs. Candidates will offer an explanation for the view(s) expressed

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (ii) How is the writer’s experience on the M.V. Normandy different from his experience in the computerised hotel? Explain your answer. (10)

Candidates will point out the relevant comparisons etc. between the two experiences. Commentary (‘explain your answer’) is essential etc.

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (iii) Do you think the writer, Peter Cunningham, tells his story well? Give reasons for your answer. (10)

Candidates will evaluate the events of the story, the humour and/or how the narrative is structured – characterisation, setting, plot etc.

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (iv) From the list below choose the word which best expresses the writer's main feeling about the future.

- *angry*
- *disappointed*
- *amused*

Give reasons for your choice. (20)

*Candidates will choose **one** of the descriptions offered. They will evaluate the author's feelings in the light of their choice etc.*

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

Question B

Answer (i) **OR** (ii)

- (i) Computer Games – do they have a good or a bad effect on young people? Write an article for a newspaper expressing your view on this question. (50)

*The audience will determine the language register chosen by candidates. The response may be structured with headings, sub-headings etc. **or** as a leading article, **or** a feature article etc.*

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) Imagine you are the writer of TEXT 2. Write a letter to the owner of the “computerised hotel” complaining about your experience. (50)

*The **purpose** of the letter is to complain. Expect candidates **to shape** the writing in the form of a letter. The addressee (**audience**) is the owner of the hotel who could be a person *or*, because of the impersonal nature of the hotel, a ‘faceless corporation’ etc. **Language register** as appropriate.*

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

TEXT 3

FUTURE TIMES

N.B. Candidates may NOT answer Question A and Question B on the same text.

Questions A and B carry 50 marks each.

Question A

- (i) Look at the images. In your opinion, do they represent an exciting or a frightening view of the future? Give reasons for your answer. (10)

*Exciting possibilities for development and advancement and/or frightening threats to existing civilisation and culture etc. suggested **by the collage as a whole**.
Commentary / explanation is essential.*

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (ii) (a) Choose an image that best captures your sense of the future. Explain your choice (10)

Focus on one image and its personal associations and suggestions etc. for the candidate

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Write a description of the image you have chosen in (a) above. (10)

***The image chosen must be the same as that chosen at (a) above.** The focus is exclusively on description of content and composition of the visual image: providing clear and accurate information etc.*

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (iii) In the **Calendar of the Future** which prediction do you think is most likely to come true? Give reasons. (20)

Emphasis will be on the selection of appropriate prediction from the available predictions in the full text: a personal response will be developed in the commentary etc.

✓ Marking: Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

Question B

Imagine you are a newspaper reporter with a tabloid newspaper. You have been sent to report the story behind one of the images or predictions. Write the headline you would use and a short exciting report. (150 - 200 words). (50)

Candidates will write from the point of view of a reporter focusing on one single image. Story is an important element. Language register will create a sense of excitement (attention seeking headline, hype, sensationalism etc.) as appropriate; perhaps a certain informality of language etc. Attempt at adhering to approximate word limit expected.

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

SECTION 11

COMPOSING (100 marks)

Write a composition on **any one** of the following.

Each composition carries 100 marks.

The composition assignments below are intended to reflect language study in the areas of information, argument, persuasion, narration, and the aesthetic use of language.

N.B. “*The general functions of language outlined here will continually mix and mingle within texts and genres. So there can be an æsthetic argument, a persuasive narrative or an informative play.*” (DES English Syllabus, 2.5 p 5.)

The composition titles refer back to individual texts. However, the examination paper itself is constructed around a single theme and all the texts on the paper are intended to be a resource for the candidates. Therefore, even though a composition title is linked to one of the texts, in shaping their compositions, candidates are free to refer to, quote from or draw ideas from **any or all of the texts and their accompanying illustrations.**

Candidates **may** refer formally to the text to which the composition is linked or they may complete the composition assignment with reference to their own store of knowledge / reference / experience.

1. “I’d so love to do it again.” (TEXT 1)

Write an account of your experience of a concert or any live performance you have seen. The account is to appear in a popular magazine for older teenagers.

The shape (‘account’) and the audience (‘magazine for older teenagers’) are specified: some lay out conventions may appear. Allow an open interpretation of ‘live performance’ – for example, ‘theatre’ in its widest sense: concerts: matches etc. The writing will be informative and will attempt to create a lively sense of excitement and participation, perhaps by creatively modelling selected elements of Text 1, the use of “I”: creation of mood etc. The writer could also adopt the stance of a critic of some kind. Language register will be appropriate to the target audience.

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

2. “It was past midnight and raining as I reached the outskirts of the city looking for a place to stay.” (TEXT 2).

Write a story based upon this experience.

Expect a narrative, a telling – the sense of story, a beginning, a middle and an end: a central character or characters; a defining moment, action, setting. A particular readership ‘(audience)’ is not indicated. Expect some creative modelling of elements of Text 2. Language registers will mix and mingle as appropriate with the aesthetic use of language an important characteristic of the writing etc.

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

3. “The future is bleak”.

Write a speech you would make in a school or public debate for or against this motion.

Candidates can choose which audience to address – each will evoke its own language register in the writer. The purpose of the writing is to argue and/or persuade. The assignment asks that the candidates adopt a stance, to take a particular position in relation to the title. Language registers will mix and mingle as appropriate with argumentative and/or persuasive elements being important in the writing. The rubrics of public speaking and/or debating may feature etc.

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

4. My Future Plans....

Write a personal essay for your school magazine in which you outline your plans for the future.

The audience will be the peer group and the wider readership associated with the school magazine – parents, sponsors etc. The purpose is to inform, speculate etc. and may include such elements as description, exposition, anecdote, examples etc. aimed at giving the readers a sense of the writer’s thoughts, hopes, plans and personal visions for an individual future etc

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

5. “2030 – First contact with intelligent life in our galaxy.” (TEXT 3)

Write an account of our first meeting with intelligent life. You may write it as

(a) A Captain’s Log

OR

(b) An exchange of messages between Earth and the Aliens.

Candidates opt for one of **(a)** or **(b)** only.

If (a), the format of the log is chosen, information of the meeting will be presented in episodic form. The log is a ‘public’ document and can be seen as somewhat formal in register: first or third person singular is appropriate. Parody is acceptable. Entries can be informative/factual, reflective, expository and of varied length. Telegraphic sentence structure/style is appropriate. Humour, imaginative (sci-fi) and / or dramatic presentation may be expected etc

If (b), exchange of messages is chosen, candidates may adopt two different voices that will be evident in two language registers. Messages may be by letter, fax, radio broadcast, telecast, e-mail using appropriate registers or by some other advanced technique such as telepathy, hologram, digital/robotic voice, laser etc. with appropriately imagined registers. Each is the other’s audience etc.

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

6. “This is my life...”

Imagine you are in the world of one of the pictures in TEXT 3. Tell your story.

Expect a narrative, a telling – the sense of story, a beginning, a middle and an end: a central character or characters; a defining moment, action, setting. A particular readership ‘(audience)’ is not indicated. Expect some creative modelling of elements of the printed text(s). Language registers will mix and mingle as appropriate with the aesthetic use of language an important characteristic of the writing etc.

✓ Marking: Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

7. “The end of the world...”

Write how you imagine the world or our civilisation may end. You may write it as a news report or as an article for a magazine.

Candidates opt for either a news report or an article. Audience and language register appropriate to the intention of the writer. News report can be for the electronic or print media: article for a serious or popular magazine and may conform to lay out conventions etc.

**AN ROINN OIDEACHAIS AGUS EOLAIOCHTA
LEAVING CERTIFICATE EXAMINATION, 2001**

English – Ordinary Level – Paper 2

Total Marks: 200

Wednesday, 6th June – Afternoon, 1.30 – 4.50

Marking Scheme

SECTION 1

THE SINGLE TEXT (60 marks)

Candidates must answer on **ONE** text (A - J)

A JANE EYRE – Charlotte Brontë

Answer **all** of the questions.

1. (a) Why was Jane sent to the red room at Gateshead? (5)

Mrs Reed blamed Jane for the fight with her son John. As punishment Jane was sent to the red room.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) What happened to her as a result of this experience? (10)

Mr. Reed had died in that room. As a result of this association and her own predicament, Jane became hysterical. She has a fit. She wakes up in her own bed being attended by the apothecary.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. (a) Why was Lowood school closed down? (5)

The school was built in a marshy area. Dampness, disease, bad living conditions etc. caused the deaths of over forty girls. The school was closed afterwards.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (d) Describe Jane's last night with Helen, Jane's friend, at Lowood school. (10)

Helen is ill in Miss Temple's room: Jane goes to see her. Both know that Helen is dying. They comfort one another in the face of this reality. Jane holds her in her arms: they sleep. Jane awakens to find herself being carried back to her room after Helen has died.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

3. Answer **ONE** of the following. [Each part carries 30 marks]

- (i) Imagine you are a young servant at Thornfield, Mr. Rochester's house. Write a letter to your parents describing what life is like there.

Candidates will shape their answer as a letter. Language register will be appropriate to the parent/child relationship. Description of events, people, personal feelings etc.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (ii) Jane lives in many different places. Which place, in your opinion, was the worst and why? In your answer you should refer to the novel.

Candidates are free to choose any of Gateshead, Lowood, Thornfield, Moor House. The commentary will include details from the text appropriate to the case being made in their responses.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (iii) Jane is constantly getting herself into trouble with those in authority over her. Why do you think this is so? Refer to the novel in your answer.

The question asks candidates to state and elaborate a point of view in considering the statement. The commentary will include details from the text appropriate to the case being made in their responses.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

B GREAT EXPECTATIONS – Charles Dickens

Answer **all** the questions.

1. Briefly describe what life was like for Pip as a child with Joe Gargery and Mrs. Joe. Support your answer by reference to the novel. (15)

Candidates will recall events and give information about Pip's life as a child.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. In your opinion, was Joe Gargery a good man? Refer to the novel in support of your opinion. (15)

The question asks candidates to state and elaborate a point of view in considering the question. The commentary will include details from the text appropriate to the case being made in their responses.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

3. Answer **ONE** of the following. [Each part carries 30 marks]

- (i) *Great Expectations* shows us that the rich don't care about the poor and treat them with cruelty. Do you agree with this statement? In your answer you should refer to the novel.

Candidates must deal with this statement. They are free to agree/disagree with it either fully or partially. The commentary will include details from the text appropriate to the case being made in their responses.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) Imagine you could write a letter to Charles Dickens telling him what you thought of his novel, *Great Expectations*. Write the letter referring to the novel.

Candidates will shape the answer as a letter. The language register will be relatively formal. Focus can be on elements of the novel and/or on their enjoyment or otherwise of their reading etc.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (iii) Dickens is a master at creating powerful scenes. Briefly describe one of these scenes and say how it made you feel.

*Candidates are free to choose **any** scene/moment. The answer will include a **brief** description of the scene and some commentary on own response(s).*

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

C PHILADELPHIA HERE I COME – Brian Friel

Answer **all** of the questions.

1. (a) Briefly say whether you think S.B. O'Donnell was a good or bad father to Gar. Give reasons for your answer.

(10)

Candidates make a case for the view(s) expressed. The question indicates that brevity is required.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Describe what happened when Gar, near the end of the play, tried to get S.B. to remember the fishing trip on Lough na Cloch Corr. (10)

In an effort to communicate with S.B. Gar 'tested' him about the past on the urging of Private. There were conflicting memories of the event. They got entangled in an argument over detail. Private mocks Public about the fact that his cherished memory was a lie.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) Overall, do you think Gar was fair to his father throughout the play? Give reasons for your answer.

(10)

Candidates make a case for the view(s) expressed. The commentary will include appropriate references to the text in support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following. [Each part carries 30 marks]

- (i) Write a paragraph (150-200 words) on the similarities and/or differences you notice between Ireland as it is portrayed in *Philadelphia Here I Come* and Ireland today.

Candidates are free to notice any similarities and/or differences between aspects of life as portrayed in the play and their own observations of life in contemporary Ireland. A single paragraph is the requirement.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) From what you see of his Aunt Lizzy and Uncle Con during the play, do you think that Gar will enjoy his new life with them in Philadelphia? Explain your answer.

Candidates make a case for the view(s) expressed. They may comment on his life at home, his fantasy of America and the reality of Lizzy's and Con's life as they portray it. The commentary will include appropriate references to the scene in support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (iii) Imagine Gar telephones one of the boys (Ned, Tom or Joe) from America. Write out the conversation that might take place between them. Refer to characters and/or events of the play.

Candidates will shape the writing as a conversation. The language register will be the familiar language of friends – may contain colloquialisms, exaggerations etc. Candidate may adopt different ‘voices’.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

D FAR FROM THE MADDING CROWD – Thomas Hardy

Answer all of the questions.

1. (a) Describe Gabriel Oak’s first and unsuccessful proposal of marriage to Bathsheba. (10)

The candidate will give information about the event eg he tells her aunt of his wish to marry – is put off by her reply – Bathsheba clarifies the situation – he declares his love – she refuses him – advises him to marry a rich woman etc.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Why do you think Gabriel was so attracted to Bathsheba? Refer to the novel in your answer. (10)

Her enchanting looks – her personality – her strong character etc. The candidates will support view(s) by appropriate reference(s) to the novel.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) What is your opinion of Bathsheba’s treatment of Oak in the course of the novel. Support your answer by reference to the novel. (10)

Candidates will state and elaborate a point of view on the relationship between the characters and comment appropriately.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following. [Each part carries 30 marks]

- (i) Would you agree that the characters in the novel have very powerful feelings? In your answer you should refer to one or more of the characters from the novel.

Candidates are free to define the nature of the 'powerful feelings' and to choose those characters best suited to elaborate their points.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) “The novel *Far From the Madding Crowd* is packed with memorable scenes”.
Discuss this statement with reference to at least one scene from the novel.

Candidates are free to choose any scene/moment. The answer will include a brief description of the scene and some commentary on own response(s).

✓ *Marking:* Use Criteria Sheet *and* relevant Discrete Criteria section of the Grade Grid.

OR

- (iii) How is the way of life in Weatherbury different from modern life as you know it? In your answer refer to the novel.

Candidates are free to notice any similarities and/or differences between aspects of life as portrayed in the novel and their own observations on aspects /experiences of life in the contemporary world.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

E LIES OF SILENCE – Brian Moore

Answer **all** of the questions.

1. (a) In your view, what kind of person is Michael Dillon, the central character in *Lies of Silence*? Support your view by reference to the novel.
(10)

Concerned – foolish – unfaithful etc. Candidate will state and elaborate a point of view on character and comment appropriately.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) What do you think was the most difficult thing Michael had to do in the course of the story? Explain your answer by reference to the events of the novel.

(10)

*Drive the car to the hotel – leave his wife – contact the police etc
Candidate will state and elaborate a point of view in judging the difficulty of the action and comment appropriately.*

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) “Most people would approve of Michael Dillon’s behaviour right through the story of *Lies of Silence*.”

What do you think of this view of the way Michael behaved? Support your answer by reference to the novel.

(20)

Candidates will evaluate Michael’s behaviour in the context of the novel as a whole. Candidate makes a case for the view(s) expressed. The commentary will include appropriate references to the text in support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

2. Answer **ONE** of the following. [Each part carries 20 marks]

(i) From the list given below, choose the statement that is closest to your opinion of Moira, Michael Dillon's wife. Give reasons for your choice.

- *She was brave and determined...*
- *She was foolish and selfish...*
- *She was angry and disappointed with Michael...*

Candidates will choose one of the descriptions offered. They will evaluate their opinion of Moira in the light of the chosen statement, using appropriate reference to the text for support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

(ii) What were the most important things the novel had to teach you about life? Outline your answer in about 150 – 200 words illustrating your views by reference to the text.

Candidates will outline how the novel helped them to understand the issues of life a little more. The choice of lesson/moral will vary greatly. They will endeavour to make the text personally meaningful.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

(iii) Do you think *Lies of Silence* would make an interesting and exciting film? In your answer you should make reference to characters and events from the story.

Candidates will attempt to visualise the text as film focusing on elements of interest and excitement defined by the candidate. Individual scenes and/or characters may be emphasised. They are free to argue/make a case for or against making a film of the book.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

F MY OEDIPUS COMPLEX and OTHER STORIES – Frank O’Connor

Answer **all** of the questions.

1. Write a brief account of the story by Frank O’Connor that you most enjoyed reading. [You must give the name of the story.] (15)

Candidates will name the story and give a brief account. The story’s appeal to the candidate should be explicit in the writing. Some of the following may be highlighted to emphasise enjoyment– storyline, theme, character/s, setting, event etc.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

2. Compare the story you have written about in part 1 with any one of the other stories by Frank O’Connor on your course. You may refer to similarities and/or differences in your answer. (15)

Expect some attempt to draw common and/or disparate elements together. The candidate may focus on the level of enjoyment experienced reading both stories. Some commentary is required rather than a mere statement of differences/similarities etc.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

3. Answer **ONE** of the following. [Each part carries 30 marks]

(i) From reading the stories of Frank O’Connor what are the most important things we learn about one of the following sets of relationships:

- *The relationships between adults and children?*
- *The relationships between men and women?*

Your answer should refer to at least two of the stories.

There is a variety of stories that can be considered under either set of relationships as defined above. Candidate will outline how the stories helped them to understand the issues concerned a little more. The choice of lesson/moral will vary greatly. They will endeavour to make the text personally meaningful.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (ii) Imagine you were asked to make a film of one of the stories of Frank O'Connor. Which story would you choose? Explain as clearly as you can why that story would be particularly suitable.

Candidates will identify their choice of story. They will attempt to visualise the text as film focusing on appropriate elements from the story, making a case for its suitability as a 'visual text'.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (iii) "The child in the stories of Frank O'Connor is just like any other child." Would you agree with this view of the child in the short stories of Frank O'Connor? Give reasons for your answer supporting them by reference to at least one of the stories.

Candidates are free to make a case for or against the above statement. Candidates will evaluate in the context of their chosen text(s). The commentary will include appropriate references to the text in support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

G KING LEAR -William Shakespeare

Answer **all** of the questions.

1. Describe the scene in which King Lear dies.

(15)

Act V Sc. (iii) He is in prison – he avenges Cordelia's death – carries her in his arms, tries to revive her – the silence breaks his heart – grief overpowers him.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. With which character in *King Lear* do you feel most sympathy? Explain your answer. (15)

Candidates are free to choose any character. They will make a case for the view(s) expressed. The commentary will include appropriate references to the play as a whole.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

3. Answer **ONE** of the following [Each part carries 30 marks]

- (i) You are taking part in a school debate with the following motion;

“There is too much pointless violence in Shakespeare.”

Argue for or against this motion with particular reference to *King Lear*.

The debate is before an audience of peers. The question requires the candidate to adopt a stance, to take a particular position in relation to the title. The purpose of the writing is to argue/persuade in relation to this play. Rubrics of the debate/public speaking may be evident.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (ii) Do you think that Lear was completely responsible for the disaster which happens to him? Give reasons for your opinion.

Candidates will consider the fate of the King and his role and the role of others in his tragedy. They will make a case for their views. The commentary will offer appropriate descriptions/references etc. to show how the conclusion is reached.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (iii) In your opinion was Gloucester a good father to his sons, Edgar and Edmund? Give reasons for your opinion.

Candidates make a case for the view(s) expressed. The two sons may be considered separately or in a comparative manner. The commentary will offer appropriate descriptions/references etc. to show how the conclusion is reached.

✓ *Marking: Use Criteria Sheet and relevant Discrete Criteria section of the Grade Grid.*

H HAMLET – William Shakespeare

Answer **all** of the questions.

1. In Act 1 Scene 5 of the play, Hamlet describes his uncle, Claudius, in these words – “Villain, villain, smiling, damned villain!”. Why does Hamlet feel so angry with his uncle? Give reasons for your answer.

(10)

Ghost’s revelations – ‘prophetic soul’ was suspicious of Claudius – marriage to Gertrude etc.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

2. Write an account of the way the relationship between Hamlet and Claudius develops through the play. Refer to the things that happen between them and the way they feel about each other.

(20)

Mutually suspicious – ‘antic disposition’ countered with Polonius and R&G – the play within the play – murder of Polonius – exile to England – the wager and fencing bouts – death. Candidates will focus on the changing patterns of relationship. Appropriate reference to the text.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

3. Answer **ONE** of the following. [Each part carries 30 marks]

- (i) Imagine you were a newspaper, radio or television reporter on a visit to the castle of Elsinore, the castle in *Hamlet*. Write out the text of an interview you might have with one of the following: Ophelia, or Horatio, or Rosencrantz and Guildenstern.

Candidates will shape the writing in the form of question and answer. As each had a special relationship with Hamlet, the interview could focus on that or the general events in Elsinore. There is no audience specified: the intention of the writer will determine the language register.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (ii) “The play, *Hamlet*, raises many important questions about life and death.” Write a response to this statement supporting your point of view by reference to the play.

Candidates will outline how the play helped them to understand the issues a little more etc. The lesson/moral/understanding will vary greatly. They will endeavour to make the text personally meaningful.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

- (iii) Which of the two women characters, Gertrude or Ophelia, did you prefer? Support your point of view by reference to the play.

Candidates may adopt various approaches to answering this question. It must be clear from the case made which of the characters is preferred. Textual reference as appropriate.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

I ANTIGONE – Sophocles

Answer **all** of the questions.

1. (a) Do you think that Creon was right or wrong in forbidding Antigone to bury her brother Polynices? Give a reason. (5)

A statement of opinion with a supporting reason is sufficient here.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Briefly give your opinion of the punishment Creon orders for Antigone. (5)

A statement of opinion with a brief supporting commentary is sufficient.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) Briefly describe what happened when Creon went to release Antigone from the cave. (5)

Antigone had hanged herself – Haemon was weeping for her – Creon begged him to come away – Haemon drew his sword to kill Creon but he escaped – Haemon turned the sword against himself and died embracing the body of Antigone.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. (a) Do you have any sympathy for Creon at the end of the play? Briefly explain your answer. (5)

Candidates will focus on explaining why they feel sorry for the character or admire them: show some understanding of why the character behaves the way they do: can identify with them etc.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) In your opinion did Creon learn anything about being a good ruler?
(10)

Candidates will make a case for their point(s) of view. The commentary will offer appropriate textual reference.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

3. Answer **ONE** of the following. [Each part carries 30 marks]

- (i) “Antigone was a strong and good woman standing up for her rights.”
Write a speech you would make agreeing or disagreeing with this statement.

The speech is to be made to an unspecified audience. The language register will be appropriate to the audience identified. The statement requires the candidate to adopt a stance, to take a particular position in relation to it. The purpose of the writing is to argue/persuade in relation to this play. Rubrics of public speaking may be evident.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) The world of the play *Antigone* is a cruel and brutal one. What is your opinion?

Candidates may comment on any aspects of cruelty and/brutality that they identify. They may also reflect on these issues in the contemporary world. The commentary will offer appropriate textual reference in support.

✓ *Marking:* Use Criteria Sheet *and* relevant Discrete Criteria section of the Grade Grid.

OR

- (iii) Write a letter to Creon in which you either support him or criticise him for the way he behaves throughout the play.

Candidates will shape the answer as a letter. The language register will be relatively formal. Candidates will adopt a stance – either critical or supportive. May focus on specific instances to make the case.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

J THE ROAD TO MEMPHIS – Mildred Taylor

Answer **all** of the questions.

1. (a) Describe briefly **one** event from the novel that you thought was exciting and say why you found it to be so. (10)

Candidates are free to choose any event/moment. The answer will include a brief description of the scene and some commentary on own response(s).

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Write a short paragraph about your feelings towards **one** of the characters in the novel. (10)

Candidates will nominate a preferred character. It must be clear from the case made why that character has been chosen. Textual reference as appropriate.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) From the following list of themes choose **one** that you felt was important and give reasons for your choice. Support your reasons by reference to the novel.

- *racial hatred*
- *family*
- *the importance of friendship* (20)

Candidates will choose one of the descriptions offered. They will evaluate the theme in the light of their choice, using appropriate reference to the text for support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

3. Answer **ONE** of the following [Each part carries 20 marks]

- (i) “Although *The Road to Memphis* is set in America in 1941, it has a message for anywhere and any time.” To what extent would you agree with this view of the novel? Support your points by reference to the text.

Candidates will outline how the novel helped them to understand the issues dealt with a little more. They may include observations about contemporary life to make the case. Reasons will vary greatly. They will endeavour to make the text personally meaningful.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) Imagine you could interview Cassie Logan **or** Statler Aames for your school or local magazine. Write out **three** questions you would ask and the replies you feel the character would give.

Candidates will shape the writing in the form of question and answer. Each character had a special role in the novel – standing as they do at the centre of opposing forces. The audience is specified: this and the intention of the writer will determine the language register.

✓ *Marking:* Use Criteria Sheet *and* relevant **Discrete Criteria** section of the Grade Grid.

SECTION 11

THE COMPARATIVE STUDY (70 marks)

Candidates must answer **ONE** question from either **A** – Social Setting or **B** – Hero, Heroine, Villain.

In your answer you may not use the text you have answered on in **SECTION 1** – The Single Text.

N.B. The questions use the word **text** to refer to all the different kinds of texts available for study on this course, i.e. novel, play, short story, autobiography, biography, travel and film. The questions use the word **author** to refer to novelists, playwrights, writers in all genre, and film-directors.

General.

In all answers to questions in this section, candidates may compare and/or contrast, i.e. address similarities and/or differences in both the content and style of their chosen texts.

In shaping their responses to the questions set on the Comparative Study it is expected that candidates will be involved in some/all of the following kinds of activities:

- Description/analysis of the text/s in the light of the modes for comparison
- Making general observations about texts in relation to each other
- Making connections between similar aspects of texts
- Recognising differences between texts
- Showing that similarities/differences need to be qualified
- Demonstrating awareness of themselves as readers, their reactions/responses/involvement

Expect a wide variety of approaches both in patterns of discussion and the manner of illustration.

Some questions invite candidates to refer to one/more key moment/s from the text/s. The purpose of this is to allow the candidates to ground their responses in specific moments without feeling that they must range over the entire text/s.

However, do not expect that all the illustrative reference in an answer will come from the key moment/s. Candidates may offer appropriate illustrative reference from any part of the text/s

Candidates may gradually write themselves in to the answer. However, summaries, unfocused narrative etc. are not valid responses to the questions set.

A. SOCIAL SETTING

1. Answer **all** of the following questions.

- (a) Describe the kind of society or world that is to be found in **one** of the texts in your comparative study.

(20)

Expect the names of places e.g. Ballybeg: general description of the social realities e.g. the old are in control, the young dissatisfied and restless: in statements informing the reader of the overall qualities defining the ethos of the place e.g. social life - lifeless, unchanging, frustrating etc.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

- (b) Choose another of the texts you studied in your comparative course and compare its society or world with that of the text you wrote about in part (a).

(30)

Candidates will offer another text and attempt to integrate, in some manner, similar/different elements of both texts in the commentary/answer. A listing of the issues without commentary is not appropriate.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

- (c) In which of the two texts were people happier in your opinion? Support your answer by brief reference to **each of the texts**.

(20)

Candidates' commentary will make a case for one text over the other or for elements of one text over the other etc. Brief reference can be equated with key scene(s)/moment(s).

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

OR

1. "A comparative course introduces a reader to all sorts of new and interesting places." Compare the texts you have studied in your comparative course in the light of the above statement. Support your points by reference to the texts.

(70)

Candidates will discuss, analyse and comment on the above statement as it relates to their chosen texts. There will be individual interpretations of 'new and interesting'

and they will offer critical commentary choosing key moments by way of illustration. Statements of preference, enjoyment etc. are appropriate.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

B. HERO, HEROINE, VILLIAN

1. (a) Choose a person from **one** of the texts in your comparative course whose behaviour you admired or did not admire and write a short account of him/her.

(20)

Candidates will focus on the behaviour/actions/attitudes of their chosen character in relation to others in the text etc. and evaluate appropriately. Key moments/references will support the case being made.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

- (b) Say how an important character in another text on your comparative course was either different from or similar to the character you chose in (a).

(50)

Candidates choose another character from a different comparative text and make a case for their views/readings of their chosen characters. They will deal with both together in the answer. Key moments/references will support the case being made.

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

OR

2. Imagine the hero or heroine or villain of a text could speak to you. Choose a hero or heroine or villain from one of the texts you have studied in your comparative course [you must give the name of the character and the text] and write out how he/she might complete the following statements:

(a) - *The most important things you need to understand about me are...* (20)

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

(b)- *I can be compared with characters in other texts because...* (50)

✓ *Marking: Use Criteria Sheet and relevant **Discrete Criteria** section of the Grade Grid.*

Candidates are asked to imaginatively engage with the lives of the central character in the world of their texts and to talk about themselves from that point of view. The starting points above will assist the candidate to enter the world of their chosen texts and to put their own language on the character's experience.

SECTION 111 POETRY (70 marks)

Candidates must answer the questions on the Unseen Poem **and** the questions on **one** of the Prescribed Poems – A, B, C, D.

GENERAL

“Students should be able to...read poetry conscious of its specific mode of using language as an artistic medium.” (DES English Syllabus, 4.5.1)

Note that responding to the unseen poem is an exercise in aesthetic reading. It is especially important, in assessing the responses of the candidates, to guard against the temptation to assume a ‘correct’ reading of the poem.

Reward the candidates’ awareness of the patterned nature of the language of poetry, its imagery, its sensuous qualities, its suggestiveness.

Note that the Unseen Poem is essentially a reading test; do not expect lengthy answering.

UNSEEN POEM (20 marks)

The poet, Richard O'Connell, is recalling the evening of March 28th, 1992 when he waited at the bedside of his younger brother, Joe, who was dying.

Read the poem at least twice and then respond to the questions that follow it.

1. How, in stanza one, does the poet give us a sense of his brother's condition?(10)

Candidates are free to adopt an affective approach of a personal response or an approach referencing poetic devices such as alliteration etc. The question asks the candidate to talk about the way(s) we are given the sense of the brother's condition.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

Answer 2 or 3

2. What feelings do stanza two create in you? Explain how it does so. (10)

Candidates are required to talk about the stanza from their personal point of view and make the case based on the language of the poem.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

OR

3. Do you think this poem communicates well the poet's feelings towards his brother? In your response you should quote or refer to the text. (10)

Candidates are free to argue for or against the question or to offer a balanced answer. The poem will provide the necessary support in the commentary.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

PRESCRIBED POETRY (50 marks)

You must answer on **ONE** of the following poems (**A – D**)

A FOR HEIDI WITH BLUE HAIR

1. (a) What impression of Heidi do you get from the above poem? (5)

Candidate will state and inform the reader of their impression.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Where does the language used by the poet especially create that impression for you? (10)

Candidate will support their answer in (a) above by referring to lines, words and phrases from the poem and comment appropriately.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. (a) From the following list, choose the phrase that is closest to your own reading of the poem:

- *a funny and clever poem*
- *an important poem about people's rights*
- *a sad poem*

Explain your choice, supporting your view by reference to the words of the poem. (10)

Candidates will choose one of the descriptions offered. They will evaluate their reading of the poem in the light of their choice, using appropriate reference to the text for support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) 'The battle was already won.'
What do you understand the last line of the poem to mean? (5)

The line will be commented on in the light of the whole poem.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following (i) or (ii) or (iii). [Each part carries 20 marks]

- (a) 'It would have been unfair to mention
your mother's death, but that
shimmered behind the arguments.'

How do these lines from the fifth stanza affect your attitude to Heidi and what she had done? Give reasons for your answer.

Candidates will comment as appropriate using the poem as support.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

OR

- (i) Does Heidi remind you of anyone you know in real life? Write a short paragraph that shows how that person is most like Heidi. [N.B. You should not give the person's real name.]

Candidates will emphasise the traits, attitudes and behaviour of their chosen character and connect them with Heidi in the poem.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

OR

- (iii) What impression of Heidi's father emerges from the poem? Support your answer by reference to the text.

Any interpretation justifiably based on the poem with supporting references.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

B THIS MOMENT

1. (a) Why in your opinion does the poet call the poem, *This Moment*?
(10)

Candidate will offer commentary grounded in the text.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Write out two images from the poem that best help you to picture the neighbourhood at dusk. Give a reason for your choice in each case. (10)

There is a wide choice available. Student will make the case for the images chosen and will ground their answer in the text

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) Taken as a whole, does this poem give you a comforting or a threatening feeling about the neighbourhood? Explain your answer. (10)

Candidates will talk about the feeling/sense evoked by the poem. They may focus on one or the other feelings in the question or may come to another conclusion on balance.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following (i) or (ii) or (iii). [Each part carries 20 marks]

- (i) Imagine you were asked to make a short film based on the poem, *This Moment*. Describe the sort of atmosphere you would try to create and say how you would use music, sound effects and images to create it.

Candidates will attempt to visualise the text as an atmospheric/moody film. The three elements – music, sound effects and imagery – will be analysed for their contribution to the overall effect.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

OR

- (ii) *Stars rise,
Moths flutter,
Apples sweeten in the dark.*

Do you think these lines provide a good ending to the poem? Give reasons for your opinion.

Candidates will comment particularly on 'the sense of an ending' as appropriate using the poem as support

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

OR

- (iii) Write a short letter to Eavan Boland in which you tell her what her poems on your course mean to you.

The candidate will shape the answer as a letter. The language register will be relatively formal. Candidates will adopt a stance – either critical or supportive. May focus on specific instances to make the case.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

C A CONSTABLE CALLS

1. (a) What overall impression of the constable do you get from the above poem? (5)

Candidates will state their impression.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) Where in the language of the poem is that impression most fully created? (10)

Candidates will support their answer in (a) above by referring to lines, words and phrases from the poem and comment appropriately.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) What signs are there in the poem that the constable's visit causes tension in the house? (15)

Candidates may focus on stanzas 5 – 9 and the associated imagery. They will comment using the poem as support.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

2. Answer **ONE** of the following (i) or (ii) or (iii). [Each part carries 20 marks]

- (i) “His boot pushed off
And the bicycle ticked, ticked, ticked.”

What effect does Seamus Heaney create by using this image as an ending to the poem?

Candidates will comment particularly on ‘the sense of an ending’ as appropriate using the poem as support.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

OR

- (ii) Imagine you are the constable. Write the report you would make about your visit to the house once you had returned to the barracks.

Candidates will adopt the ‘point of view’ of the constable making an official report for the records. He may write in the first or the third person. He will give the facts of the case using the language of information.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

OR

- (iii) How does the young boy in the poem feel about the constable? Support your answer by reference to the poem.

From their reading of the poem, candidates will explain the young boy's feelings and support appropriately from the text.

✓ *Marking: Use Criteria Sheet and relevant **Combined Criteria** section of the Grade Grid.*

D THE PARDON

1. (a) What impression of the young boy do you get from reading the first three stanzas of this poem? (5)

Candidates will state their impression confining themselves to the relevant stanzas.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (b) What words or phrases from the poem best convey that impression to you? (10)

Candidates will support their answer in (a) above by referring to lines, words and phrases from the poem and comment appropriately.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (c) Choose two phrases from the poem that, in your view, describe the dead dog most powerfully. Write each phrase down and comment on why you have chosen it. (10)

There is a wide choice available. Candidates will make the case for the images chosen and will ground their answers in the text

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

- (d) In an overall way, how does this poem make you feel? Give one reason for your answer. (5)

Candidates will reveal a personal response based on a reading of the poem. Answers will be grounded in the text,

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following (i) or (ii) or (iii). [Each part carries 20 marks]

- (i) How, in your opinion, does the father's reaction to the death of the dog compare with that of the young boy's? Support your view by reference to the poem.

Candidates will isolate the two reactions and compare and/or contrast them under chosen descriptors. Relevant textual support will be provided.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

OR

- (ii) 'Well, I was ten and very much afraid.'
Write a short letter to the poet, Richard Wilbur, in which you show how this poem reminds you of a childhood experience of your own.

The candidates will shape the answer as a letter. The language register will be relatively formal. Candidates will attempt to communicate which aspects of this poem had the power to evoke memory of similar event and/or feeling.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

OR

- (iii) Why, in your view, did Richard Wilbur choose the title *The Pardon* for this poem?
Illustrate your answer by reference to the poem.

Any interpretation justifiably based on the poem with supporting references.

✓ *Marking:* Use Criteria Sheet *and* relevant **Combined Criteria** section of the Grade Grid.

APPENDIX 3

REASONABLE ACCOMMODATIONS

Candidates presenting for examination with the aid of a scribe or a tape-recorder or a spell-check enabled word processor and other candidates who have been granted an exemption in accordance with Circular S70/00 will have all parts of their examination in English assessed except spelling and written punctuation elements.

In assessing the work of these candidates a modified marking scheme will apply as follows:

Clarity of Purpose	30% (to be assessed)
Coherence of Delivery	30% (to be assessed)
Efficiency of Language (including grammar)	30% (to be assessed)
Spelling and Written Punctuation	10% (not to be assessed).

This means, in effect, that these candidates will be assessed in all questions out of 90% of the marks available for the question.

Marks awarded for each question on Paper1 and Paper 2 will be transferred to the script cover grid of each paper and totalled. As these totals were arrived at on the basis of a 90% application of the available marks, a mark that can be converted into a grade is arrived at by dividing the total for each paper by 9, and adding these marks to the original total in order to achieve a grand total for that paper.

Example:

Total for Paper 1	= 135
Divide by 9	= 15
Grand Total	= 150

Fractions of marks are to be **rounded down** to the nearest whole mark

Note:

In using Discrete Criteria consult the Assessment Grade Grid (Appendix 2) and apply the first three criteria.

In using Combined Criteria the following will apply:

- Questions valued at 40 marks are assessed out of 36 marks
- Questions valued at 30 marks are assessed out of 27 marks
- Questions valued at 20 marks are assessed out of 18 marks
- Questions valued at 15 marks are assessed out of 13 marks
- Questions valued at 10 marks are assessed out of 9 marks.