



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2005

Béarla

Gnáthleibhéal

Marking Scheme

Leaving Certificate Examination, 2005

English

Ordinary level



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2005

English - Ordinary Level - Paper 1

Total Marks: 200

Wednesday, 8 June – Morning, 9.30 – 12.20

MARKING SCHEME

Use of Codes

To assist with forming a judgement, it will be helpful to place an accurate tick at the points identified in the answer.

Use 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 as appropriate in the course of the marking.

Assessment will proceed in accordance with the State Examinations Commission booklet, *Instructions for Assistant Examiners*.

GENERAL

“This paper will be specifically aimed at testing the comprehending and composing abilities of students.” (DES English Syllabus, 7.3)

SECTION I COMPREHENDING (100 marks)

TEXT 1 What freedom means to me...

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) Which of the 5 views of freedom given above is closest to your own view? Give reasons for your answer. (15)

Candidates are asked to choose and evaluate one of the printed passages about freedom. They will state how the views expressed accurately reflect their own views on the issue.

- (ii) Which view of freedom is least like your view? Give reasons for your answer. (15)

Candidates are asked to choose and evaluate another one of printed passages about freedom. They will state how the views expressed conflict with their own views on the issue.

- (iii) Do you think that the age of the writer has an influence on the way he or she expresses his or her opinion? Give reasons. Refer to **two** of the responses in your answer. (20)

Candidates are asked to speculate on and express their views/ opinions about the possible connection between the age/maturity of the speaker and the views expressed. Illustrative material will be drawn from any two of the printed passages.

Question B

Greater Freedom for Students

Write a report to your school principal suggesting ways in which more freedom could be given to senior students in your school.

(50)

Expect candidates to make recommendations as to how school can be changed to cater for student requests for more freedom at senior level. Candidates may include record of discussions of meetings, indicate the representative nature of the report etc. Expect a broad range of suggestions / requests / demands. Writing framed as a report etc.

TEXT 2 Not so free...

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) From your reading of paragraphs 2 and 3, how does the writer feel about his situation? Support your answer by reference to the text.
(15)

Candidates will refer to the nominated paragraphs and base their answers on the relevant material there. The use of supporting material will assist the case being made etc.

- (ii) What impression of life in prison do you get from the writer's account in paragraphs 5 and 6?
(15)

Candidates will refer to the nominated paragraphs and base their answers on the relevant material there. The use of supporting material will assist the case being made etc.

- (iii) A reader of this passage has said that prisoners should never be treated this way. What do you think?
(20)

Candidates are asked to adjudicate on the statement offered for consideration. They will respond according to their own sensibilities. There

is plenty of material available to choose from to support the candidates' opinions and views or the candidates may write from their own perspectives etc.

Question B

A Prisoner's Diary

Imagine you have been sentenced to life in prison. Write a diary entry for **each** of your first three days as a prisoner.

(50)

Expect the writing to be framed as three sequential diary entries. The writing may include many language forms – information, narrative, discursive etc. and registers – impressionistic, reflective, rhetorical, confessional etc. As the diary is a private text, great flexibility in language handling is to be expected etc.

TEXT 3 Images of freedom.

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) Select the image from Text 3 that best expresses the idea of freedom for you. Give a reason for your choice.

(15)

Candidates are asked to choose and evaluate one of the images that portrays freedom. They will state how their chosen image expresses accurately their own views on the issue.

- (ii) Choose **one** of the other images from the text and write a clear description of it.

(15)

Candidates are asked to choose another one of the images and write a clear description of it. This writing may follow the form, for example, "Image four, Running Free is in colour. It is a photograph of a

young boy running on the sand. The impression of movement is created by the blurring of the grass in the background. He is wearing green shorts and a white shirt. We know that the sun is shining because of the dark shadow on the sand. The sky is blue...”

- (iii) Imagine you were asked to add another image of freedom to the collection. What image would you suggest? Explain why you would choose that image.

(20)

Candidates will suggest another appropriate image to add to the collage. It is likely that the image will be described to give the reader a clear impression of its qualities. They will justify their choice etc.

Question B

Imagine you were using **one** of the images 1 to 5 in Text 3 to promote a particular holiday. Write a short advertisement to promote that holiday.

(50)

Expect that the chosen image will be accompanied by writing. The purpose of writing is to persuade: to promote: to sell etc. Expect the register to capture the ‘speak’ of the holiday brochure advertisement in any medium. The intended audience is ‘the public’ etc.

SECTION II

COMPOSING (100 marks)

General.

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. So there can be an aesthetic argument, a persuasive narrative or an informative play” (DES English Syllabus 2.5).

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 considered 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.

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.

1. “And then there’s the phone!” (TEXT 1)

Write an account of the importance of the mobile phone (or any communications technology) in your life.

Candidates will account for the importance of any of the communications technology in their lives. Expect varying degrees of personal engagement with the task. The personal point of view will be evident from the use of the “I” throughout the writing. The emphasis may be on the joys, pleasures, status associated with owning and using the chosen item(s) etc.

2. “What freedom means to me...” (TEXT 1)

Write a personal account of what freedom means to you.

Candidates will account for the importance of freedom in their lives. Expect varying degrees of personal engagement with the task. The personal point of view will be evident from the use of the “I” throughout the writing. Genres and registers will mix and mingle as appropriate etc.

3. “I love the soothing sound of the water against the boat, the clear blue sky, and me at peace with myself.” (TEXT 1)

Write about the things that make you happy.

Candidates will account for the elements in life that bring happiness. The point of view expressed will be loosely autobiographical. The personal point of view will be evident from the use of the “I” throughout the writing. Genres and registers will mix and mingle as appropriate etc.

4. “...every moment seemed important to me...” (TEXT 2)

Write a speech you would give to a group of young people on the things that you think are important in life.

Candidates will frame the writing as a speech with or without the conventional rubrics. They will make the case according to their sensibilities. The audience is an audience of peers: expect the use of a relatively ‘relaxed’ language register – colloquialisms: ‘in’ words: references to contemporary culture etc. The purpose may be to convince/ persuade or merely to reveal etc.

5. **Write a story based on any of the images in Text 3.**

Any of the images in text 3 may be used as inspiration or a ‘launch pad’ for the writing. Expect the writing to be shaped as a story – a beginning, a middle and an end: the presence of a character: the appropriate use of tension, ‘key moment(s)’, resolution etc.

6. “Every head was out of the carriage windows to stare at our embarrassment.” (TEXT 2)

Write about a time when you felt embarrassed.

Expect the writing to be framed as a narrative. The point of view will be evidently autobiographical. Expect a great variety of incidents/moments to be the basis of the narrative. The personal point of view will be evident from the use of the “I” throughout the writing. Genres and registers will mix and mingle as appropriate etc.

7. “For God’s sake do something...” (TEXT 2)

Write a short story beginning with the above phrase.

Expect the writing to be shaped as a story – a beginning, a middle and an end: the presence of a character: the appropriate use of tension, ‘key moment(s)’, resolution etc.



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION, 2005

English - Ordinary Level - Paper 2

Total Marks: 200

Wednesday, 8 June – Afternoon, 1.30 – 4.50

Section I

THE SINGLE TEXT (60 MARKS)

N.B.RESPONDING TO DRAMATIC TEXTS

In attempting the questions set on dramatic texts, candidates are free to support the points they make by reference to performances of the texts that they have seen

Candidates must answer on **ONE** text (A – I).

A WUTHERING HEIGHTS – Emily Brontë

Answer **all** of the questions.

1. (a) How would you describe the relationship between Catherine Earnshaw and Edgar Linton, the man she marries? Support your answer by reference to the text. (10)

Candidates will offer a description of the relationship perhaps in terms of suitability, personalities, temperaments, affection etc. According to their expressed views, appropriate material will be offered as support etc.

- (b) How is her relationship with Edgar different from her relationship with Heathcliff? Refer to the novel in your answer. (10)

Candidates will point out the differences using appropriate material from the text in support. It is expected that candidates will provide a commentary rather than a list etc.

- (c) From your reading of the story, *Wuthering Heights*, do you find Catherine Earnshaw to be a likeable person? Explain your view. (10)

Candidates will make a case for their view on the likeability of Catherine Earnshaw. The view(s) expressed will be supported by appropriate explanation etc.

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

- (i) At one stage in the novel, Catherine warns Isabella Linton that Heathcliff would ‘*crush her like a sparrow’s egg.*’
What is your view of the way Heathcliff treats Isabella? Support the points you make with reference to the novel.

Candidates will evaluate the behaviour of Heathcliff towards Isabella. They will offer views according to their sensibilities. Appropriate material will support the case they are making etc.

OR

- (ii) Which of the two homes in the novel, Wuthering Heights or Thrushcross Grange, would appeal to you more as a place to live in? Give reasons for your answer supporting them by reference to the text.

Candidates will express their preference for one home or the other. References to the physical setting, the interior, the ways of life etc. will be offered to support the case being made etc.

OR

- (iii) “The novel, *Wuthering Heights*, is so full of hardship, injustice and cruelty that it is not suitable material for study by young people in schools.”

Imagine that you have read a letter in a newspaper containing the above statement. Write the reply you would make to it. Support the points you make by reference to the novel.

Candidates will frame the material as a letter with or without the usual rubrics. The audience is the readership of the newspaper – genre and language register are a matter of choice for the candidate. Appropriate material from the novel will support the case being made by the writer etc.

B SILAS MARNER – George Eliot

Answer **all** of the questions.

1. (a) Why did Silas Marner leave the community in Lantern Yard? (10)

Betrayed by William Dane – accused of robbery – jilted by fiancée – lost faith in God etc.

- (b) Briefly describe the events on New Year's Eve that brought Eppie into the cottage of Silas Marner in Raveloe. (10)

Mollie Farren brings Eppie to Red House to confront Godfrey – collapses in snow from opium induced exhaustion – Eppie wanders off attracted by the light coming from Marner's cottage – Marner in cataleptic fit etc.

- (c) How does the arrival of Eppie change Silas Marner's life? Support your answer by reference to the text. (10)

Marner regains his faith in mankind and in God – loses drive to hoard money – loses isolation – becomes a member of the Raveloe society – Eppie becomes the centre of his endeavours etc.

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

- (i) Imagine that you are Godfrey Cass, father of Eppie, and that you have kept a diary of the events of the story. Write Godfrey's diary entry for the day of Eppie's wedding, the final event in the story.

Candidates will adopt the point of view of Godfrey Cass. They will imaginatively engage with the material and write accordingly. The diary is a private text: language may be handled in an informal manner. Expect a wide range of treatments etc.

OR

- (ii) "The novel, *Silas Marner*, shows us that to be loved is better than to be wealthy." Write a short speech that you would give to your classmates on the above topic. Refer to the novel in your speech.

Candidates will frame the writing as a speech with or without the conventional rubrics. They will make the case according to their sensibilities. The audience is an audience of peers: expect the use of a relatively 'relaxed' language register. The purpose may be to convince/persuade or merely to reveal etc.

OR

- (iii) Imagine that you have worked as a servant in The Red House, the home of the wealthy Cass family. Write a letter home to your parents telling them what life is like there. Support your points by reference to the novel.

Candidates will frame the writing as a letter with or without the usual rubrics. The material in the novel will be chosen and used in an imaginative manner to convey the view of the writer. The reader is a family member: expect intimacies etc.

C HOME BEFORE NIGHT – Hugh Leonard

Answer **all** of the questions.

1. (a) Give a brief description of an incident in *Home Before Night* that you found enjoyable and say why you found it so. Refer to the text to support your answer. (10)

Many incidents to choose from: the cruise around Howth: Uncle Johnny's Arrest: the ambush of the Black and Tans etc. Candidates are free to choose any incident as being enjoyable. They will make a case for their choice and support the argument using relevant material from the text etc.

- (b) From your reading of *Home Before Night*, how did Hugh Leonard feel about attending secondary school? Refer to the text in support of your answer. (10)

Candidates will evaluate the author's attitude to attending school – a place to make new friends – his vision of the school as an English Public school – the possibility of being with the 'quality' etc

2. Describe one important difference between the way of life as described in *Home Before Night* and life in Ireland today. (10)

Candidates are free to choose any difference that they feel is important. Some mention may be made of the life of the family: the relative freedom enjoyed by the young: the financial state of people generally: the relative importance of community over individualism etc. They will make a case for their choice. Support will come both from the text and their own observations etc.

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

- (i) Many memorable characters (mother, 'da', aunts, uncles, family members, neighbours, friends, etc.) are portrayed in *Home Before Night*. Which one of the characters did you find most memorable? Explain your answer with reference to the text.

Candidates are free to choose any character they deem to be 'memorable'. They will make a case for their chosen character and the material from the novel will be appropriately chosen to support the case they are making etc.

OR

- (ii) "The novel, *Home Before Night*, shows us that family is important in all our lives."
Write a short speech that you would make to your classmates on the above topic. Refer to the novel in your speech.

Candidates will frame the writing as a speech with or without the conventional rubrics. They will make the case according to their sensibilities. The audience is an audience of peers: expect the use of a relatively 'relaxed' language register – colloquialisms: 'in' words: references to contemporary culture etc. The purpose may be to convince/persuade or merely to present for consideration etc.

OR

- (iii) The editor of a magazine, whose purpose is to encourage young people to read, has asked you to recommend a book to its young audience. You decide that your choice will be *Home Before Night*. Write the review that you think will sell *Home Before Night* to the magazine's young readers. Refer to the text to support your views.

The intended readership (audience) for this piece (review) is 'young people'. Candidates are being asked to write a review with a persuasive purpose...to sell the book. Exaggeration and selectivity and other rhetorical devices etc. may be features of the writing. Expect material from the text to be chosen to convey these messages etc.

D FLY AWAY PETER – David Malouf

Answer **all** of the questions.

1. (a) How do we know that Jim Saddler was a lover of nature? Refer to the novel in your answer. (10)

Liked to be in the wilderness – in-depth knowledge of the names of birds – jumped at the chance to be Ashley’s ornithologist etc.

- (b) Do you think he makes the right decision when he joins the army? Explain your answer. (10)

Candidates are asked to evaluate Jim’s decision to enlist. They will make a case according to their reading of the novel etc.

- (c) Do you think the writer gives good descriptions of what war was like? Give one example to support your view. (10)

Candidates will evaluate the novelist’s description of the war. They will make a case according to their reading of the novel. Analysis and commentary will be based on one episode as indicated in the question etc.

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

- (i) Imagine that Jim’s friends, Ashley Crowther and Imogen Harcourt, were asked to write a speech to be read at Jim’s funeral. Write the speech that one of these friends might give.

Candidates will frame the writing as a speech with or without the conventional rubrics. Candidates will speak with a different ‘voice’ depending on the character chosen. The occasion is solemn: the audience is an audience of mourners: language register as appropriate etc.

OR

- (ii) Imagine Jim’s diary was found on the battlefield after he was killed. It contained some entries giving his feelings about the war. Write one entry he might have written.

Expect the writing to be framed as a diary entry. The writing may include many language forms – information, narrative, discursive etc. and registers – impressionistic, reflective, rhetorical, confessional etc. As the diary is a private text, great flexibility in language handling is to be expected etc.

OR

- (iii) “We have great sympathy for Jim.”

Write a response to this statement supporting it by reference to the novel.

Candidates will reveal and evaluate their response to Jim and his plight throughout the novel. Candidates are free to write from any point of view. Material from the novel will be carefully chosen to support the appropriate case being made etc.

E AMONGST WOMEN – John McGahern

Answer **all** of the questions.

1. (a) Did you like or dislike the character of Moran in the novel, *Amongst Women*? Give a reason for your view. (10)

Candidates will reveal and comment on their response to Moran. They will write from their own sensibilities reasoning appropriately etc.

- (b) Do you think that Rose was happy or unhappy in her marriage to Moran? Explain your answer. (10)

Candidates will reveal and comment on their views of Rose’s married happiness etc. They will write from their own sensibilities reasoning appropriately etc.

- (c) In your opinion which of the Moran children coped best with life in their home at Great Meadow? Explain your answer. (10)

Candidates will make a case for one of the children. Material from the novel will be carefully chosen to support the case being made etc

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

- (i) Imagine you were a guest at the wedding of Moran and Rose. How would you describe the event to a close friend who asked you what it was like?

Candidates will offer a report on the day. The conversation is between close friends. Possibilities for comment include: at the church: behaviours: dress: food: atmosphere etc.

OR

- (ii) Do you think you would enjoy spending a summer weekend with the Morans at Great Meadow? Explain your answer.

Candidates will speculate on the possibilities raised by the question in the light of their experience of reading the novel. The approach taken will be supported by material carefully selected from the text etc.

OR

- (iii) “The novel, *Amongst Women*, gives us a depressing view of life.” What is your opinion of this statement about the novel and its characters? Explain your view.

Candidates will evaluate the novel according to their sensibilities. In the light of the statement, candidates may consider the full text, or choose to illustrate their answers by the careful selection of key moments. Material from the novel will be used to support the case being made etc.

F JUNO AND THE PAYCOCK – Sean O’Casey

Answer **all** of the questions.

1. (a) Describe life in the Boyle household during Act I of *Juno and the Paycock*, before they got word of the will that was to make them rich. (10)

Tenement surroundings – little comfort – shortage of food – heavily in debt – three of the four family members unemployed – levels of frustration and anger etc.

- (b) How does the promise of the money change their way of life? Support your answer by reference to the text. (10)

Wild spending – open house – life of leisure – a changed Boyle – calmer relations between family members etc.

- (c) “Juno is the character that we admire most in *Juno and the Paycock*.” Would you agree with this view? Support your answer by brief reference to the play. (10)

Candidates will reveal and evaluate their response to Juno. Candidates are free to write from any point of view. Material from the text will be carefully chosen to support the appropriate case being made etc.

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

- (i) Imagine that you had tickets for a performance of the play, *Juno and the Paycock*. Explain which part of the play you were most looking forward to seeing acted and say why. Support your answer with references to the text.

Candidates will nominate one key moment from the text that holds their special interest. Either from imagination or from experience of attending the play, they will explain why the prospect of seeing this key moment in the theatre holds such an interest. Expect that the commentary will include references to actions, costumes, props, scenery etc.

OR

- (ii) Charles Bentham deserts Mary Boyle after she becomes pregnant. Write the letter Juno, Mary's mother, would send to him when the baby is born.

Candidates will frame the writing as a letter with or without the usual rubrics. Appropriate material from the text will be chosen and used in an imaginative manner to convey the view of the writer. Language registers will vary etc.

OR

- (iii) "Captain Boyle and Joxer make us laugh, but there is more sadness than fun in their lives."
Write a response to this description of Boyle and Joxer supporting your points by reference to the play.

Candidates are asked to evaluate the statement given. They will make a case according to their own sensibilities. Appropriate material from the text; appropriate experience of seeing the play, will support the case being made etc.

G HAMLET – William Shakespeare

Answer **all** of the questions.

1. (a) What does Hamlet learn about his uncle Claudius when the Ghost speaks to him at the start of the play? (10)

He is a murderer – a seducer – an adulterer – a devious man etc.

- (b) Do you think that Hamlet treats his mother, Gertrude, fairly? Give one example to support your opinion. (10)

Candidates will evaluate Hamlet's treatment of his mother by focusing on one key moment in the play to support the case being made etc.

- (c) With whom did you have the greater sympathy, Claudius or Hamlet? Give a reason for your opinion. (10)

Candidates will make a case for either character. References to the text will support the reasoning etc.

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

- (i) Hamlet's father told him to take revenge on Claudius for his murder. Which of the following statements is closest to your view of how he carried out the revenge?

- *I think Hamlet did his best*
- *I think Hamlet took too long*
- *I think Hamlet failed*

Explain your view, supporting your answer by reference to the text.

Candidates will choose a phrase that best accords with their sensibilities as readers / viewers of the text. They will make their case using carefully chosen material / references from the text to support their views etc.

OR

- (ii) The play, *Hamlet*, has many exciting scenes. Briefly describe one scene that had a strong effect on you and explain why it had such an effect.

Candidates will nominate and focus on one scene that had an impact on them. They will make a case using material from text / video version / theatre production as supporting references etc.

OR

- (iii) Imagine that you are Ophelia. Write a letter to your brother, Laertes, telling him about the way Hamlet treats you and how you feel about the situation. Refer to events from the play in your answer.

Candidates will frame the writing as a letter with or without the usual rubrics. Appropriate material from the text will be chosen and used in an imaginative manner to convey the view of the writer. Language register as appropriate etc.

H AS YOU LIKE IT – William Shakespeare

Answer **all** of the questions.

1. (a) “Orlando is a man of many qualities.”
From your experience of the play, what is the most important quality in Orlando’s character? Refer to the play in support of your answer. (10)

According to their experience of the play, candidates will identify the most important quality and comment on same. Support will be provided etc.

- (b) Which of the characters, Rosalind or Celia, would you prefer to know?
Explain your answer. (10)

Candidates will make a case for either character. References to the text will support the reasoning etc.

- (c) Which would you prefer, life in the Forest of Arden or life in the city? Give a reason for your answer. (10)

Candidates will make a case for either location. The case for either location will be supported etc.

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

- (i) “At the end of *As You Like It*, and after many mistakes, many couples eventually get married.”
Choose a couple whose growing relationship you enjoyed following. Show how the relationship develops through the course of the play.
Refer to the play to support the points you make.

Candidates will choose a couple whose relationship held special interest for them during the play. They will reveal their own sense of enjoyment and pleasure in charting the couple’s growing relationship. They will make a case, supporting their commentaries with appropriate material from the play and / or references to performances either live or recorded etc.

OR

- (ii) Imagine that you could write to William Shakespeare. Write a letter in which you tell him your opinion of the play and its relevance to young people of today. Refer to the play in your answer.

Candidates will frame their writing as a letter with or without the usual rubrics. Appropriate referencing to the text will support the candidates’ opinions on the play and its contemporary relevance. Language register as appropriate etc.

OR

- (iii) *As You Like It* is a comedy. Briefly describe any one incident or scene that you found humorous. Explain why you chose this incident or scene supporting your answer by reference to the play.

Expect a fairly broad definition of 'humorous'. Candidates will nominate and focus on one scene that had an impact on them. They will make a case using material from text / video version / theatre production as supporting references etc.

I OF MICE AND MEN – John Steinbeck

Answer **all** of the questions.

1. (a) Describe the dream of a place of their own, which is shared by George and Lennie. (10)

A little house – a couple of acres – vegetable patch – hutch for rabbits – live 'offa the fatta the lan' – domestic and rural idyll etc.

- (b) Give a brief description of events in the barn when Curley's wife is killed by Lennie. (10)

Conversation between Lennie and Curley's wife – she invites Lennie to stroke her hair – he becomes rough – she tries to pull away – panic – he tries to silence her – breaks her neck etc.

- (c) How did the death of Curley's wife affect the future for George and Lennie? (10)

Candidates will evaluate the impact of the key moment. The loss of the 'dream' – the end of friendship – the emotional turmoil – the fleeing – the shooting etc.

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

- (i) The editor of a magazine, whose purpose is to encourage young people to read, has asked you to recommend a book to its young audience. You decide that your choice will be *Of Mice and Men*. Write a review that you think will sell *Of Mice and Men* to the magazine's young readers. Refer to the novel to support your views.

The intended readership (audience) for this piece (review) is 'young people'. Candidates are being asked to write a review with a persuasive purpose...to sell the book. Exaggeration and selectivity and other rhetorical devices etc. may be features of the writing. Expect material from the text to be chosen to convey these messages etc.

OR

- (ii) Imagine that George was arrested for killing Lennie. You have been appointed as his lawyer to defend him at his trial. Write the speech that you would make to the jury to persuade them that he is not guilty of murder. Refer to the novel to support the points that you make.

Candidates will frame the writing as a speech with or without the conventional rubrics. Candidates will speak with the 'voice' of the law. The purpose is to persuade. Evidence will be drawn from the text. The occasion is formal: the audience is a jury: language register as appropriate etc.

OR

- (iii) It is obvious that Curley and his wife do not get on. Write the advice a counsellor might give to Curley in order to improve the relationship. Refer to the novel in your answer.

Candidates will speak with the 'voice' of the counsellor – or perhaps an agony columnist. Expect a great variety of language registers. Incidents from the novel will form the basis of the analysis and advice etc.

SECTION II

THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A – Relationships or B – Social Setting**.

In your answer you may not use the text you have answered on in **SECTION I – 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 content and style of their chosen texts.

In shaping their responses to the questions 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 one another
- 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 the patterns of discussion and the manner of illustration.

Some questions invite candidates to refer to **one/more key moment(s)** from the texts. 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 references in an answer will come from the key moment(s). Candidates may offer appropriate illustrative reference from any part of the text(s).

N.B. In replying to questions in this section, the use of texts from the prescribed list for this particular course of study (2003 – 2005) only are valid

A RELATIONSHIPS

1. (a) Name a text that you have studied for your comparative course. Give a brief description of **one** relationship in the text that you feel is interesting. (30)

Candidates will judge 'interesting' as appropriate. Their writing will convey what is of interest in their chosen relationship. Material from the text will support the case being made etc.

- (b) Compare the relationship that you have already described in part (a) above with a relationship from another text. Refer to each text to support the points that you are making. (40)

Candidates will choose a relationship from another text, deal with it appropriately by pointing out its similarities and / or differences by setting it beside/ against the previous relationship. The qualities / characteristics of the two relationships, one from each text, are highlighted in tandem etc.

OR

2. (a) “Relationships can fail as well as succeed.”

From one of the texts that you studied for your comparative course, describe a relationship that, in your view, was either a success or a failure. Explain your answer. (30)

Candidates will judge ‘success’ and ‘failure’ as appropriate. Their writing will convey what is of interest of either quality in their chosen relationship. Material from the text will support the case being made etc.

- (b) Compare a relationship from a second text you have studied in your comparative course with the relationship you have chosen in (a) above. In the course of your answer, you must deal with both relationships. Support your answer by references to the texts. (40)

Candidates will choose a relationship from another text, deal with it appropriately by pointing out its similarities and / or differences in terms of either ‘success’ or ‘failure’ by setting it beside/ against the previous relationship. The qualities / characteristics of the two relationships, one from each text, are both highlighted and underscored in tandem etc.

B SOCIAL SETTING

1. (a) “The places we read about in texts can be places that we ourselves would like to live in or not like to live in.”

Describe the social setting in one of the texts in your comparative course and show how it appeals or does not appeal to you. (30)

Candidates will judge qualities of the social setting in their chosen text – ‘the way things are done here’ – and outline why those particular ways of doing things appeal to them or not as the case may be. Their writing will comment on what is of interest (or not) in their chosen place. Material from the text will support the case being made etc.

- (b) Compare the social setting in a second text from your comparative course with the social setting in the text you chose for your answer to part (a) above. Refer to each text to support the points you are making. (40)

Candidates will choose a social setting from another text, deal with it appropriately by pointing out its similarities and / or differences in terms of either its appeal (or otherwise) by setting it beside/ against the previous social setting. The qualities / characteristics of the two social settings, one from each text, are both highlighted and underscored in tandem etc.

OR

2. (a) “A character in any text can be made happy or unhappy by his or her social setting.”

Name one text you have studied for your comparative course and describe how the social setting caused one character to be happy or unhappy. (30)

Candidates will judge the impact, either positive or negative, of the social setting on either the happiness or misery of the chosen character. Candidates may mention the effect on the character flourishing or being stunted etc. as a result of the particular social milieu. Material from the text will support the case being made etc.

- (b) Compare the social setting in a different text from your comparative course with the social setting of the text you have used in part (a) above. Refer to each text to support the points you are making. (40)

Candidates will choose a social setting from another text, deal with it appropriately by pointing out its similarities and / or differences in terms of their choosing. They will set it beside/ against the previous social setting. The qualities / characteristics of the two social settings, one from each text, are both highlighted and underscored in tandem etc.

SECTION III

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 æsthetic 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 etc.

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

UNSEEN POEM (20 marks)

1. What kind of world is being described in this poem? Refer to the poem in your answer. (10)

On the basis of their reading, candidates will identify the world – the social setting as it were – and comment on how it is created / conveyed by the details in the poem etc.

2. How, in your opinion, does the writer feel about the family that is leaving Terry Street? Refer to the text of the poem in your answer. (10)

On the basis of their reading, candidates will identify the poet’s feeling / attitude towards the family. Commentary on how it is created / conveyed will rely on the details in the poem etc.

PRESCRIBED POETRY (50 marks)

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

A SHANCODUFF

1. (a) How does the poet show that he likes Shancoduff, his home place? Support your answer by reference to the poem. (10)

He claims ownership of the hills – the images convey an austere beauty ‘black hills are happy’ – it can be rich ‘bright shillings’ – he visualises his little place as being equal to the great places the ‘Alps’, the ‘Matterhorn’ etc.

- (b) Where in the poem does he show that life in Shancoduff can be harsh? Support your answer by reference to the poem. (10)

‘never seen the sun rising’ – ‘three perishing calves’ – the suggestive place name ‘Rocksavage’ – ‘sleety winds’ – ‘hungry’ – ‘forsaken’ etc.

- (c) On balance, do you think that Shancoduff would be a likeable or a harsh place to live in? Give a reason for your answer. (10)

Candidates are asked to evaluate the poem according to two opposite views. Some of the material already presented under (a) and (b) above may appear here also etc.

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

- (i) Imagine Patrick Kavanagh puts his farm up for sale. Write the advertisement that might appear in the local newspaper. Base your advertisement on the poem.

The shape of the writing is an advertisement. The purpose is to sell it – to persuade a buyer to purchase: details chosen accordingly. Expect some advertisement ‘speak’ etc.

OR

- (ii) “They are my Alps and I have climbed the Matterhorn...”
Why, in your opinion, does Kavanagh refer to the Alps and the Matterhorn in this poem?

Candidates are asked to interpret the reference to the mountains. Expect a commentary. Some of the material already presented under (a), (b) and (c)

above may appear here also i.e. in the form of content, references and commentary etc.

OR

- (iii) What do you think is the cattle-drovers' view of Kavanagh's way of life? Refer to the poem in your answer.

Candidates are asked to see the world from the cattle-drovers' point of view. They will make a case using appropriate referencing as support etc.

B PIANO.

1. (a) What effect does the woman singing to the poet have on him? (10)

Opens up all the memories of childhood – overcome by emotion etc.

- (b) Choose one phrase from the poem that brings to life the picture of “the old Sunday evenings at home.” Explain your choice. (10)

Candidates have plenty of choice in the three stanzas. They will make a personal choice and comment appropriately etc.

- (c) Which one of the following phrases is closest to your understanding of the way the poet feels when he thinks back to childhood?

- *it makes him very sad*
- *he wishes he could be a child again*
- *he is embarrassed by his childhood memories*

Give a reason for your answer. (10)

Candidates will choose a phrase that best accords with their sensibilities as readers. They will make their case and support their view etc.

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

- (i) In your opinion, is this a happy or a sad poem? Refer to the poem in your answer.

OR

- (ii) You want to make a short film of this poem. Describe the sort of atmosphere you would like to create, and say what music, sound effects and images you would use.

The task is for the candidates to visualise how the poem might appear on film and to describe ways this can be done to create the appropriate atmosphere or feel suggested by the words, imagery, mood and phrases etc.

OR

- (iii) Imagine that the poet sends this poem to his mother. What do you think she would want to say to him about the poem he has written?

Candidates are asked to imagine the response of his mother to the poem on reading it. Expect a great variety of responses etc.

C LAST REQUESTS

1. (a) How in this poem does Michael Longley feel about his dying father? Give a reason for your answer. (10)

Close to him – tries to comfort him – proud of his war record – concerned for the state of his health – finally separated etc.

- (b) Here are some phrases that might describe the poet's father:

- *he has great courage*
- *he is a war hero*
- *he has a sense of humour*

Explain which one is closest to your impression of him. (10)

Candidates will choose a phrase that best accords with their sensibilities as readers. They will make their case and support their view etc.

- (c) What picture of the life of a soldier do you get from this poem? Refer to the poem to support your answer. (10)

Rank has privilege – active service is dangerous – near death experiences – no room for sentimentality – no loyalty – heavy smokers etc.

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

- (i) Do you think *Last Requests* is a good title for this poem? Explain your view.

Candidates will comment on the appropriateness or otherwise of the title commenting on the connection between it and the poem. On the basis of the analysis, some perhaps may offer an alternative title etc.

OR

- (ii) One reader said of this poem, ‘*The great appeal of the poem for me is the carefully observed details.*’

Choose two details that make the poem appeal to you as a reader. Explain why you chose them and say how they helped you to enjoy the poem.

Candidates have plenty of choice in the two stanzas. They will make a personal choice and comment appropriately on each etc.

OR

- (iii) Imagine Michael Longley writes a short tribute to his father to be carved on his tombstone. Suggest what he would write and explain your suggestion.

The writing will be celebratory – a tribute – and may include some details already in the poem and / or referred to in other answers above. Candidates will include commentary on the reason that they feel Longley would write as they imagine etc.

D WHAT WERE THEY LIKE?

1. (a) What impression does the poet give us of the people of Viet Nam? Refer to the poem in your answer. (10)

Candidates are free to range widely throughout the whole poem to create their impression of the people. Commentary is required etc.

- (b) From the 6 answers given in the second part of the poem, choose an answer that for you creates the clearest picture of the horrors of war. Explain your choice. (10)

From their reading of the poem, candidates will select the answer that 'speaks' most strongly to them about the horrors of war. Commentary is required etc.

- (c) Did you like this poem? Give a reason for your answer. (10)

Candidates will explain their response to the poem. Expect commentary and the use of examples etc.

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

- (i) The shape of this poem is unusual – a set of questions followed by a set of answers.

Do you think it is a good way to write the poem? Explain your answer.

Candidates will comment on the nominated stylistic feature. Commentary will express their own views, opinions, thoughts, responses, illustrated by examples where appropriate etc.

OR

- (ii) Imagine you were asked to make an anti-war video in which this poem is spoken.

Describe the music and images you would use as a background to the reading of the poem.

Candidates will create a series of images and sounds to accompany the words. They are free to create a series of images and sounds that reflect the words or are a great contrast to them. The objective is to create a new visual experience for a specific purpose etc.

OR

- (iii) Do you think the title of the poem, *What Were They Like?*, is a good one? Explain your view.

Candidates will comment on the appropriateness or otherwise of the title commenting on the connection between it and the poem. On the basis of the analysis, some perhaps may offer an alternative title etc.

APPENDIX 1

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT

Clarity of purpose	Engagement with the set task	e.g. relevance, focus, originality, freshness clear aim, understanding of genre	Percentage weighting 30
Coherence of delivery	Ability to sustain the response over the entire answer.	<i>Where appropriate</i> continuity of argument, sequencing, management of ideas, choice of references, use of examples, engagement with texts, control of register and shape, creative modelling	30
Efficiency of language management	Management and control language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns, paragraph structure, punctuation appropriate to the register, use of lively and interesting phrasing, energy, style, fluency <i>appropriate to the delivery of the task</i>	30
Accuracy of mechanics	Spelling	e.g. levels of accuracy in spelling <i>appropriate to the delivery of the task</i>	10
	Grammar	grammatical patterns appropriate to the register	

Appendix 2
Leaving Certificate: English - Ordinary Level
Assessment criteria - Grade Grid

Discrete Criteria

		100						
		A	B	C	D	E	F	N/G
100	Purpose 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	Coherence 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	Language 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	Mechanics 10%	8 - 10	7 - 8	5 - 6	4 - 5	3 - 4	1 - 2	0
		70						
70	Purpose 30%	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
	Coherence 30%	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
	Language 30%	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
	Mechanics 10%	6 - 7	5	4	3	2	1	0
		60						
60	Purpose 30%	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
	Coherence 30%	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
	Language 30%	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
	Mechanics 10%	6	5	4	3	2	1	0
		50						
50	Purpose 30%	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
	Coherence 30%	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
	Language 30%	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
	Mechanics 10%	5	4	3	2	1	0	0
		40						
40	Purpose 30%	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
	Coherence 30%	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
	Language 30%	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
	Mechanics 10%	4	3	2	1	0	0	0
		30						
30	Purpose 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	Coherence 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	Language 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	Mechanics 10%	3	2	2	1	0	0	0

**When marking questions with totals below 30, the four criteria (PCLM) will continue to be applied - as below - resulting in the award of a global mark.*

***Combined Criteria**

		A	B	C	D	E	F/NG
20	<i>Purpose & Coherence 60% (12)</i>						
		17 - 20	14 - 16	11 - 13	8 - 10	5 - 7	0 - 4
	<i>Language & Mechanics 40% (8)</i>						
15	<i>Purpose & Coherence 60% (9)</i>						
		13 - 15	11 - 12	8 - 10	6 - 7	3 - 5	0 - 2
	<i>Language & Mechanics 40% (6)</i>						
10	<i>Purpose & Coherence 60% (6)</i>						
		8 - 10	7 - 8	5 - 6	4 - 5	2 - 3	1
	<i>Language & Mechanics 40% (4)</i>						

APPENDIX 3.

REASONABLE ACCOMMODATIONS.

Candidates presenting for examinations 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 70/00 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 Paper I and Paper II 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 I	= 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 of the three criteria.

In using the Combined Criteria the following will apply:

- 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.