



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION, 2006

English - Ordinary Level - Paper 1

Total Marks: 200

Wednesday, 7 June – Morning, 9.30 – 12.20

Marking Scheme

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

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) Do you think the TY group was successful in gathering information from students about the fears they experienced during childhood? Give a reason.

Candidates will argue for and support their views regarding the success or failure of the TY investigation.

Marking: ex 15 using COMBINED criteria and Grade Grid

P+C 9
L+M 6

- (ii) Which of the student memories did you find most interesting? Explain your choice.

Candidates will evaluate the memory that made the best impression on them in their reading of the text.

Marking: ex 15 using COMBINED criteria and Grade Grid

P+C 9
L+M 6

- (iii) What is the main difference between the material written by the students and the writing in the section entitled “Parents’ Views”?

Expect a variety of approaches. Candidates will adopt a point of view from which they compare and/or contrast the different views as they are expressed in the material.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

Question B

A Class Talk

Imagine you were asked to give a talk to younger students about how they might deal with some common childhood fears. Write the talk you would give.

Expect the writing to be shaped as a talk or a speech with or without the customary rubrics. Language register will recognise the target audience. A wide range of approaches possible – sympathetic, patronising, hectoring etc.

Marking: ex 50 using DISCRETE criteria and Grade Grid

P 15
C 15
L 15
M 5

Text 2

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) What happened in part 1 of this story that ended the quietness of the evening? Give a reason.

A series of apparently unconnected events – music stopping, voices calling/screaming, breaking crockery, guns firing etc.

Marking: ex 15 using COMBINED criteria and Grade Grid

P+C 9
L+M 6

- (ii) How does the writer show the atmosphere of tension and fear in Parts 2 and 3 of the extract?

Expect candidates to deal in some measure with some of the following: multiple viewpoints, activities and movements, varied use of adjectives, adverbs and verbs, description of discordant sounds, uses of alliteration and/or onomatopoeia etc.

Marking: ex 15 using COMBINED criteria and grade Grid

P+C 9
L+M 6

- (iii) Which of the six sections of this story would make the best material for a scene in a film called “Invasion!”? Give reasons for your choice.

Expect candidates to explain how the possibilities in their chosen section could best be realised for the cinema – excitement, tension, action, colour etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

Question B

You Were There! – A Newspaper Report

Imagine you are a newspaper reporter on the island with Phyl and Mike. Based on some of the events in the extract, write a newspaper report.

Writing will be shaped as a report with or without the customary rubrics for either a broadsheet / tabloid national or local newspaper. Material from the text can be incorporated. Many language registers possible. Target audience at individual candidate’s discretion etc.

Marking: ex 50 using DISCRETE criteria and Grade Grid

P 15
C 15
L 15
M 5

Text 3

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) According to the writer, why do we love horror films and novels? Explain your answer.

Candidates will base their answer on the printed text that accompanies the visual montage. Expect some explanatory commentary etc.

Marking: ex 15 using COMBINED criteria and Grade Grid

P+C	9
L+M	6

- (ii) Do you think that the visual text helps to support the writer's view? Give a reason.

Candidate will offer a point of view on the extent to which the visual montage supports the arguments in the written text. Expect some explanatory commentary etc.

Marking: ex 15 using COMBINED criteria and Grade Grid

P+C	9
L+M	6

- (iii) Write a response to the collection of images using **one** of the following prompts:

- *They are funny because...*
- *They are scary because...*
- *They are exciting because...*

Expect a wide variety of responses to the collection of images to be presented. Candidates will write from their individual sensibilities scaffolded by the prompt chosen etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C	12
L+M	8

Question B

Review

Write a review for your school magazine of any film that you have enjoyed. Your review should encourage other students to go and see it.

Writing will be shaped as a review – some telling of the story coupled with some appropriate analysis and commentary. The main purpose of the review is to persuade the reader. As publication is a school magazine, expect that the language register will be less formal and more relaxed etc

Marking: ex 50 using DISCRETE criteria and Grade Grid

P	15
C	15
L	15
M	5

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. “When I was small...” (TEXT 1)

Tell about some of your best and worst experiences of being a young child.

Candidates will relate some diverse experiences from childhood. Expect a broad definition of ‘childhood’. Text 1 may be used as a ‘springboard’ for ideas etc. Expect a wide variety of formats – stories, memory texts, confessional texts, commentaries etc. The emphasis is on the ‘telling’ etc.

Marking: ex 100 using DISCRETE criteria and Grade Grid

P	30
C	30
L	30
M	10

2. “What a relief!” (TEXT 1)

Write a short story ending with the above phrase.

Expect a wide variety of approaches. The writing will be shaped as a story i.e. – have a beginning, middle and end; have a character; have some sense of a time-line incorporating a defining moment (tension – climax – resolution)etc.

Marking: ex 100 using DISCRETE criteria and Grade Grid

P	30
C	30
L	30
M	10

3. “...the big fears that most people share...” (TEXT 1)

You are a newspaper reporter. Write about an important world event or issue which frightened people or worried them.

Candidates will draw inspiration from their own sources or may use printed material as a resource. The writing may be shaped as a report with or without the customary rubrics for either a broadsheet/ tabloid national or local newspaper. Other forms may also appear. Many language registers possible. Target audience at individual candidate’s discretion etc.

Marking: ex 100 using DISCRETE criteria and Grade Grid

P	30
C	30
L	30
M	10

4. “We also spoke to a group of parents...” (TEXT 1)

Write out the talk you would give to parents about your experience of being a teenager.

Expect the writing to be shaped as a talk or a speech with or without the customary rubrics. Language register will recognise the target audience. A wide range of purposes and approaches possible etc.

<u>Marking: ex 100 using DISCRETE criteria and Grade Grid</u>	P	30
	C	30
	L	30
	M	10

5. “Suddenly the evening changed...” (TEXT 2)

Write about a time when you experienced change in your life.

No formal shape is required of the writing here. Candidates are invited to take a loosely autobiographical approach. Expect a wide range of material in some measure written from the point of view of the engaged ‘I’ etc.

<u>Marking: ex 100 using DISCRETE criteria and Grade Grid</u>	P	30
	C	30
	L	30
	M	10

6. “What is the fascination?” (TEXT 3)

Write an account of some pastime or hobby that fascinates you.

Expect an account, a ‘celebratory telling’ in some manner. Expect a wide variety of approaches. The material will be anchored in the personal, the engaged ‘I’ etc.

<u>Marking: ex 100 using DISCRETE criteria and Grade Grid</u>	P	30
	C	30
	L	30
	M	10

7. Write a short story based on one or more of the images contained in TEXT 3.

Expect a wide variety of approaches. The writing will be shaped as a story i.e. – have a beginning, middle and end; have a character; have some sense of a time-line incorporating a defining moment (tension – climax – resolution) etc.

Marking: ex 100 using DISCRETE criteria and Grade Grid

P	30
C	30
L	30
M	10



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2006

English - Ordinary Level - Paper 2

Total Marks: 200

Wednesday, 7 June – Afternoon, 1.30 – 4.50

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

SECTION I

THE SINGLE TEXT (60 MARKS)

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

A **PRIDE AND PREJUDICE** – Jane Austen

Answer **all** of the questions.

1. (a) Why, in your opinion, do Elizabeth and Mr Darcy appear to dislike each other in the early part of the novel *Pride and Prejudice*? Support your answer by reference to the text.

Candidates may mention that critical views expressed about one another are overheard by each – mutual dislike – Elizabeth feels slighted – Darcy cold and superior etc. etc. Material from the novel will support case made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

(b) At the end of the novel, Mr Darcy confesses to Elizabeth:

“...dearest, loveliest Elizabeth! What do I not owe to you! You taught me a lesson.”

What, in your view, is the most important lesson that Elizabeth teaches Mr Darcy during the story? Explain your answer by reference to the novel.

From their reading of the novel, candidates will make own case for their understanding of the ‘lesson’ that has been taught and learned. References to Elizabeth’s influence on Darcy’s general attitude and demeanor will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade P+C 6
Grid L+M 4

2. Elizabeth turns down a proposal of marriage from Mr Collins, the man who will inherit her father’s estate. Why, in your view, does she reject him? Support your answer by reference to the novel.

Candidates will make own case for their view, one way or the other, of Elizabeth’s rejection of the proposal. Detail from the key scene itself, or from the novel more generally, will be used to support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade P+C 6
Grid L+M 4

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

- (i) *Dear Ms Austen,
Let me tell you what twenty-first century romances between girls and boys are like...*

Using the above as your opening sentence, write a short letter to Jane Austen in which you explain how relationships between boys and girls in her time were different from those of today.

Expect material to be presented as a letter with or without the usual rubrics. A wide variety of approaches is possible – some serious, some tongue-in-cheek – etc. Language registers will mix and mingle as appropriate. Material from the novel may appear variously etc.

Marking: ex 30 using DISCRETE criteria and Grade P 9
Grid C 9
L 9
M 3

OR

- (ii) Describe an episode from the novel, *Pride and Prejudice*, which you found entertaining or amusing.

Candidates will select from a wide range of episodes, scenes, key moments etc. one that entertained and / or amused them. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

OR

- (iii) “Readers enjoy the character of Mrs Bennet, Elizabeth’s mother, but they would not want her to be their own mother.” Write a response to this view of Mrs Bennet. Support your points by reference to the text.

Candidates will make own case for their view, one way or the other, on the statement offered. Detail from key scenes, or from the novel more generally will be used to support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

B HOW MANY MILES TO BABYLON? – Jennifer Johnston

Answer **all** of the questions.

1. (a) Describe what life is like for Alec living at home with his mother and father.
Support your views with reference to the novel.

Solitary childhood – mother ‘distant’ father ‘withdrawn’ – tension between parents on the best way to bring up Alec – used as pawn in these tensions – importance of class values etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

(b) “We had great times.”

What, in your view, are the great times Alec and Jerry had together?
Explain your answer.

Candidates will make own case for the ‘great times’ that Alec and Jerry had together. Appropriate references to the text will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

2. Do you understand why Alec shot Jerry? Explain your answer.

Candidates will make own case as to how they interpret Alec’s final action. Appropriate references to the text will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

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

(i) Imagine that Alicia, Alec’s mother, kept a diary. Write the diary entry she might have written on the day Alec went away to enlist in the army.

Expect that the writing can include [some of the] characteristics of diary writing – staccato sentences; abbreviations; ellipses...a personal and/or confessional tone: the character’s individual appreciation of selected events presented etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

OR

- (ii) In the beginning of the novel, Alec says –

“I love no living person.”

From your reading of the novel, do you think that this is true?
Explain your answer with reference to the text.

Candidates will make own case for the view that they offer on the quotation offered. Appropriate references from the text will support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (iii) *“It is every young man’s duty to fight for his country.”*

Based on your reading of the novel, write out the speech that you would make in response to this statement.

Expect the writing to be shaped as a speech with or without the customary rubrics. Language register will aim to persuade a target audience of the rightness of the argument. A wide range of approaches possible etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

C THE POISONWOOD BIBLE – Barbara Kingsolver

Answer **all** of the questions.

1. (a) From the following statements choose the **one** that in your view best describes Nathan Price:

- *he was a heartless father*
- *he was a dedicated missionary*
- *he was a confused man*

Explain your choice by reference to the novel.

Candidates will make own case for the view that they prefer. Appropriate references from the text will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

- (b) Choose an amusing incident from the story. Give a brief description of it and say what it was about it that you found amusing.

Candidates will select from a wide range of episodes, scenes, key moments etc. one that amused them. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

2. One reader said of this book:

“Barbara Kingsolver’s book is full of descriptions of life in the Congo.”

Choose one of these descriptions and write a short account of it.

River – village life – flora and fauna – elders and social setting etc. A great variety to choose from.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

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

- (i) *“Mother has nagged us to write letters home to our classmates at Bethlehem High, and not one of us has done it yet”.*

Based on your reading of the novel, write the letter that any one of the children might write to their friends in America telling them what their life is like in the Congo.

Expect material to be presented as a letter with or without the usual rubrics. A wide variety of approaches is possible – some serious, some tongue-in-cheek: some longing – etc. Language registers will mix and mingle as appropriate. Material from the novel may appear variously etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

OR

- (ii) You have been asked to persuade a group of teenagers in the local Youth Club about the joys of reading. You decide to use *The Poisonwood Bible* as your example. Write out what you would say to them.

Variety of approaches possible – literary critic approach, a ‘sales-pitch’ approach, illustrative examples chosen for their immediate impact etc: the reading presented may be a very personal one. The language register may reflect the target audience – familiar, relaxed, colloquial etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (iii) Adah, Leah, Rachel and Ruth May all tell us their versions of the family’s experiences. From what you learn of them in the story, which of the four girls would you like to have as a friend? Explain your choice.

Candidates will make own case for choosing one of the girls as a friend. There may be an exclusive focus on the choice, or the choice may be made by comparing her to her sisters etc. Relevant references to the text will support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

D A MOMENT OF WAR – Laurie Lee

Answer **all** of the questions.

1. (a) Give a brief description of a time when the author found himself in a dangerous situation. Explain why it was dangerous.

Many options e.g. several arrests and interrogations: in Valencia during bombing raid by Franco’s forces: in Madrid, in Albecete etc. Expect some explanatory commentary and references to the text.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

- (b) Would you describe Laurie Lee and his soldier comrades as heroes of the war in Spain?

Explain your view with reference to the novel.

Candidates are asked to evaluate the role of Lee and his soldiers in the war in Spain. They will make own case according to their sensibilities. Appropriate material from the text will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (c) Describe the hardships experienced by the ordinary people during the war. Explain your views with reference to the novel.

Lack of food and shelter: destruction of cities and churches: executions and the general disruption in everyday living etc. Appropriate material from the text will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

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

- (i) The following sentence appears as a headline to a newspaper report:

“Never had I seen so many men drained of hope and spirit.”

Imagine that you are a journalist writing from Spain at the time of the Civil War. Write the report that you would send in under this headline.

N.B. Your report must be based on the events in the novel.

Writing will be shaped as a report with or without the customary rubrics for either a broadsheet / tabloid national or local newspaper. Material from the novel will be incorporated as evidence. Many language registers possible. Target audience at individual candidate’s discretion etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

OR

- (ii) Laurie Lee states that crossing the Pyrenees in December was just ‘one of a number of idiocies’ he committed at that time.
Write a letter to Laurie Lee in which you tell him whether you agree with this view he has of himself.
Use reference to the novel to support your points.

Expect material to be presented as a letter with or without the usual rubrics. A wide spectrum of approaches is possible – ranging from hero worship, to qualified admiration...to derision etc. Language registers will mix and mingle as appropriate. Material from the novel may appear variously etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (iii) One reader said: ‘Writers of war books should not glorify war.’
Do you think that Laurie Lee glorifies war in his book *A Moment of War*?
Refer to the text to support the points you make.

Candidates are asked to evaluate the statement given. Appropriate material from the text will support the case being made. Many approaches possible etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

E DEATH AND NIGHTINGALES – Eugene McCabe

Answer **all** of the questions.

1. (a) Towards the end of the novel, thinking of Liam Ward, Beth says:

“He loves me: he loves me not.”

What is your view of the relationship between Liam and Beth? Do you think they loved each other?

Candidates are asked to evaluate the relationship in the light of the statement given. Appropriate material from the text will support the case being made. Many approaches possible etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

- (ii) The local Catholic Bishop refers to Billy Winters, Beth's Father, in the following way: "I don't think Billy Winters believes in anything much apart from money and malt whiskey but he's straight, which is more than can be said for a lot of our crowd."
What do you think of this view of Billy Winters? Support your answer by reference to the text.

Candidates will evaluate the character of Billy Winters in the light of the statement presented. They will make own case in relation to Winters according to their sensibilities as readers. Relevant references to the novel will support the case being made etc.

<u>Marking: ex 30 using DISCRETE criteria and Grade Grid</u>	P	9
	C	9
	L	9
	M	3

OR

- (iii) What kind of place would you imagine Clonoula, the place where the story is set, to be? Write a short article for a newspaper in which you describe a visit you might have made to it.

Writing will be shaped as a report with or without the customary rubrics for either a broadsheet / tabloid national or local newspaper. Material from the novel will be incorporated as evidence. Many language registers possible. Target audience at individual candidate's discretion etc.

<u>Marking: ex 30 using DISCRETE criteria and Grade Grid</u>	P	9
	C	9
	L	9
	M	3

F JUNO AND THE PAYCOCK – Sean O'Casey

Answer **all** of the questions.

1. (a) Briefly describe how Juno helps Mary, her daughter, after finding out that she is pregnant.

Defends her against attacks by Boyle and Johnny: takes her to stay with her sister: helps her raise the baby – two mothers etc

<u>Marking: ex 10 using COMBINED criteria and Grade Grid</u>	P+C	6
	L+M	4

- (b) Describe Captain Boyle’s response to the fact that Mary is pregnant.

Is highly critical – despite being no paragon himself: verbally abuses her: selfish, thinks only of consequences for himself: throws her out of the house etc.

P+C 6
L+M 4

Marking: ex 10 using COMBINED criteria and Grade Grid

2. Do you think that Jerry Devine does the right thing in rejecting Mary when he discovers she is pregnant by Bentham?
Explain your answer.

Candidates will evaluate the actions of Jerry Devine. They will make own case in relation to Devine according to their sensibilities as readers. Relevant references to the novel will support the case being made etc.

P+C 6
L+M 4

Marking: ex 10 using COMBINED criteria and Grade Grid

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

- (i) “I’m an oul’ comrade – you wouldn’t shoot an oul’ comrade.”

Imagine Johnny were to make a speech to the men who are going to kill him in order to convince them to let him go. Write the speech he would make.

Expect the writing to be shaped as a speech with or without the customary rubrics. A variety of language registers possible – pleading, defiant: might exploit the ‘oul comrade’ approach – in order to persuade those addressed to grant him freedom, his life etc.

P 9
C 9
L 9
M 3

Marking: ex 30 using DISCRETE criteria and Grade Grid

OR

- (ii) If you were an actor, which character in the play, *Juno and the Paycock*, would you like to play? Explain your choice and describe how you would bring the character to life.

Expect some explanatory commentary on the choice of character. References to make-up, costume, gesture, style of delivery of the lines etc. will provide the reader with an impression of how the candidate would bring their chosen character to life in the play etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (iii) “While the play, *Juno and the Paycock*, is basically sad, there is much in it to make us laugh.”

Describe one comic situation from the play and say why, in your opinion, it was so funny.

Candidates will select from a wide range of episodes, scenes, key moments etc. one that entertained and / or amused them. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

G AS YOU LIKE IT – William Shakespeare

Answer **all** of the questions.

1. (a) Write a short account of **one** scene or moment in *As You like It* that appealed to you. Support your account by reference to the text.

Candidates will select from a wide range of episodes, scenes, key moments etc. one that they found appealing etc. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

- (b) Which character from the play did you like best? Give a reason for your answer supporting it by reference to the play.

Candidates will select from a wide range of characters that they found appealing etc. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

2. There are many disagreements between characters in the play *As You Like It*. Briefly describe one disagreement that you found interesting.

Between Oliver and Orlando about proper treatment of a gentleman: Rosalind and Celia about whimsical things: Touchstone and Corin about manners - Orlando and Rosalind about almost everything! etc. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

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

- (i) Imagine you are one of the characters from the Forest of Arden. Write a letter to someone who lives at the Court describing your life in the forest.

Expect material to be presented as a letter with or without the usual rubrics. A wide variety of approaches is possible in adopting the persona of a chosen character – some serious, some gleeful: some mocking – etc. Language registers will mix and mingle as appropriate. Material from the play may appear variously as support etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

OR

- (ii) If you were an actor, which character from the play, *As You Like It*, would you like to play? Explain your choice and say how you would bring the character to life.

Expect some explanatory commentary on the choice of character. References to make-up, costume, gesture, style of deliver of the lines etc. will provide the reader will an impression of how the candidate would bring their chosen character to life in the play etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (iii) “*As You Like It* is a love story and a funny one at that!”

What do you think of this view of the play? Give reasons for your answer, supporting them by reference to the text.

Candidates will evaluate the play in the light of the statement presented. They will make own case for their view according to their sensibilities as readers. Relevant references to the play will support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

H KING LEAR – William Shakespeare

Answer **all** of the questions.

1. In the opening scene of the play Lear says:

“Tell me, my daughters,...

Which of you shall we say doth love us most...?”

- (a) Describe King Lear’s reaction when Cordelia refused to take part in the Love Test he organised for his daughters at the start of the play.

Flies into rage: disinherits her: auctions her off to the lowest bidder: banishes her from the kingdom etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

- (b) In your opinion did Cordelia do the right thing in refusing to take part? Explain your view.

Candidates will make own case according to their sensibilities. Appropriate references will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

2. Apart from the Love Test, what do you think was the most important moment in the play? Give reasons for your answer, supporting them by reference to the text.

Candidates will select from a wide range of episodes, scenes, key moments etc. one that they judge to be of great importance to the play. Expect commentary to be supported by appropriate textual references etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

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

- (i) The most important lesson the play teaches us is that -

- *Young people have a duty to respect their elders, no matter what*
- *People are not to be trusted*
- *Everybody makes mistakes*

Choose **one** of the above statements and explain how the play teaches you that lesson.

Candidates will make own case for their chosen statement regarding the lesson learned. Case will be supported by appropriate and relevant material etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P 9
C 9
L 9
M 3

OR

- (ii) Imagine that the Fool kept a diary of the time he spent with King Lear. Write out **two** entries he might make about his experience during that time.

Expect that the writing can include [some of the] characteristics of diary writing – staccato sentences; abbreviations; ellipses... a personal and/or confessional tone: the character’s individual appreciation of selected events presented etc.

P	9
C	9
L	9
M	3

Marking: ex 30 using DISCRETE criteria and Grade Grid

OR

- (iii) Your local library is holding an event called *My Favourite Play* where readers explain what they particularly liked about their chosen play. You are to take part and you choose to introduce *King Lear* to the audience. Write the talk you would give.

Variety of approaches possible – literary critic approach, enthusiastic reader approach, illustrative examples chosen to illustrate points of view etc: the reading presented may be a very personal one. The language register to reflect the target audience – perhaps a little formal in the context etc.

P	9
C	9
L	9
M	3

Marking: ex 30 using DISCRETE criteria and Grade Grid

I OF MICE AND MEN – John Steinbeck

Answer **all** of the questions

1. (a) At one stage George says to Lennie

“God a’mighty, if I was alone I could live so easy.”

From your reading of the novel, so you think this is true? Explain your answer.

Possibly – have freedom – develop new relationships – no worries etc. or loose his best friend – liked the responsibility – brings out the best in him – danger of becoming ‘just another drifter’ etc. Candidate will make own case and support it etc.

P+C	6
L+M	4

Marking: ex 10 using COMBINED criteria and Grade Grid

- (b) How, in your view, does the everyday life of George and Lennie differ from their dream of a place of their own? Explain your answer.

*Everyday – bunkhouse – hard graft – no privacy –uncertain income etc.
Dream – home with land – self-sufficiency – own comforts – place for friends etc. Candidates will make own case and support it etc.*

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

- (c) Do you think that George was right to kill Lennie at the end of the book? Give reasons for your view.

Candidates will use material from the text in coming to a decision. They will make own case according to individual sensibilities based on their reading and experience with the text etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

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

- (i) ‘The novel, *Of Mice and Men*, shows us that real friendship is more important than anything else in life.’

Write the speech that you would give to your classmates either in favour of **or** against this statement.

Expect the writing to be shaped as a speech with or without the customary rubrics. A variety of language registers possible – some more ‘relaxed’ given the nature of the audience of peers. Candidates may adopt one ‘line of attack’ in order to persuade listeners to own point of view etc. Material from the text will appear variously.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (ii) Imagine that you witnessed the murder of Curley's wife. Write out the statement that you would make to the police when they interview you.

Candidates may re-shape the details of the murder in the barn for their own purposes in their interview with the police – being objectively factual, biased etc. Language register may be formal, official... drawn from their experiences of watching crime drama etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (iii) Explain why you would, or would not, recommend that holiday makers take the novel, *Of Mice and Men*, away with them for reading on their holiday.

Candidates will make own case in coming to a decision as to the suitability or otherwise of the book for holiday reading. No formal shape – e.g. review – is indicated. The writing in some measure may be persuasive. However, language registers will mix and mingle as appropriate etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

SECTION II

THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A** – Aspects of Story, **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 writing, and film. The questions use the word **author** to refer to novelists, playwrights, writers in all genres, 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. On the choice of texts for the Comparative Study.

The Report of the Chief Examiner for Leaving Certificate English 2005, page 16, states:

The considered choice of texts for study in the comparative manner needs to be made within the required specification of prescribed comparative texts set for each examination cycle (see relevant DES circular letters M2/03 for 2005; M2/04 for 2006 and M2/05 for 2007 for necessary details).

Report available at: www.examinations.ie

A ASPECTS OF STORY: TENSION OR CLIMAX OR RESOLUTION

1. (a) Name a text on your comparative course where you found that the tension **or** climax **or** resolution held your interest in the story being told.

Explain what it was about the tension **or** climax **or** resolution you have chosen that held your interest.

Candidates will judge (i) what is of interest and appeal in their chosen aspect of story and (ii) how it helped to generate/sustain interest in the text that they have studied. Material from the text will support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

- (b) Compare the way **the same aspect** (tension **or** climax **or** resolution) in another of your comparative texts held your interest in the story being told. Support your answer by referring to each text.

Candidates will choose the same aspect of story from another text, deal with it appropriately by judging its effectiveness or otherwise in terms of how it generates / sustains interest by setting it beside / against the previous aspect. The effects / impacts of the aspect selected, one from each text, are consequently highlighted and underscored in tandem etc. Material from the texts will be used as appropriate support.

Marking: ex 40 using DISCRETE criteria and Grade Grid

P	12
C	12
L	12
M	4

OR

2. The following are key aspects of stories: tension **or** climax **or** resolution.

- (a) Choose **one** of these aspects and describe its importance in any one of the texts on your comparative course. Illustrate your points by reference to a key moment from the text.

Candidates will show and comment on the importance of their chosen aspect of story as it is revealed in a carefully chosen key moment from the text in question. The use of brief elements of narrative is appropriate in context to achieve clarity, precision etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

- (b) Focusing on the aspect of story you chose for part (a) above, show how the text you wrote about is similar to or different from another text on your course. In your answer make sure to focus on tension **or** climax **or** resolution.

Candidates will choose the same aspect of story from another text, deal with it appropriately by judging its similarities and / or differences in terms of how it is revealed in another text. The use of brief elements of narrative is appropriate in context to achieve clarity, precision etc.

Marking: ex 40 using DISCRETE criteria and Grade Grid

P	12
C	12
L	12
M	4

OR

B SOCIAL SETTING

1. (a) Name the text from your comparative course which describes a world that you would either like to visit **or** avoid.

Describe the features of that world explaining why you find it either attractive or not.

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 attractive (or not) in their chosen place. Material from the text will support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

- (b) Compare the world that you have just described with the world from another text you have studied on your comparative course. Explain what it is about this second world that you find **either more or less** attractive than the one already described in (a).

Refer to each text to support the points you are making.

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 attractiveness (or otherwise) by setting it beside / against the previous social setting. The extent of the attractiveness or otherwise of both social settings, one from each text, are consequently highlighted and underscored in tandem etc.

Marking: ex 40 using DISCRETE criteria and Grade Grid

P	12
C	12
L	12
M	4

OR

2. (a) “A key moment in a text can tell us how a social setting can influence a character in a text.”

Describe a key moment from **one** of the texts you studied on your comparative course that tells how a character was influenced by the social setting at an important time.

Candidates will judge the extent of the influence, either positive or negative, of the social setting on their chosen character at a key moment. Candidates may focus on the extent to which the character either flourishes or is being stunted etc. as a result of the particular social milieu. Material from the text will support the case being made etc.

Marking: ex 30 using DISCRETE criteria and Grade Grid

P	9
C	9
L	9
M	3

OR

- (b) Describe a key moment from another one of the texts on your comparative course and show how the social setting influenced a character in the same or in a different way to the one you have already described in (a) above.

Refer to each text to support the points you make.

Candidates will (i) choose a social setting as it is illustrated in a key moment from another text (ii) deal with it appropriately by pointing out the extent to which it is similar to and / or different from the choice in part (a). They will set it beside / against the previous social setting. The qualities and / or characteristics of both social settings, one from each text, are consequently highlighted and underscored in tandem etc.

Marking: ex 40 using DISCRETE criteria and Grade Grid

P	12
C	12
L	12
M	4

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)

Gareth Owen writes a poem in which he imagines a city as if it were a person singing its own song.

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

1. Do you think this is a sad or a happy song? Give reasons for your answer, based on your reading of the poem.

Candidates will make own case for their point of view according to their sensibilities as readers. Expect commentary and support from the text etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C	6
L+M	4

2. What does the City hope for in the final 4 lines? Explain your answer.

ONE Possible approach – desire for...natural characteristics; sensuousness; sensuality...to be a loved by its citizens (‘children’)...etc

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

PRESCRIBED POETRY (50 marks)

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

A ADLESTROP

1. (a) What, in your view, do we learn about Adlestrop from reading this poem? Support your answer by reference to the text.

Possibly – isolated – deep in luxuriant countryside – unpopulated etc. Candidates will make own case supported by relevant and appropriate material from the poem etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (b) How does the poem create the feeling that it is both hot and quiet on the railway platform in Adlestrop when the train stops there? Refer to the words of the poem in your answer.

Possibly – use of imagery – comparison/contrast – creation of mood(s) using euphony etc. or lack of movement – summer flowers – cloudless sky – dryness etc. Candidates will respond according to individual sensibilities making and supporting own case etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (c) Write out a phrase or line from the poem that particularly appeals to you and explain what you especially like about it.

Many possibilities available: candidates will choose according to their sensibilities. Own case will be supported by relevant and appropriate material etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

continued

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

- (i) Imagine that you were on the train on the day it stopped in Adlestrop. Write out a diary entry describing the experience.

Expect that the writing can include [some of the] characteristics of diary writing – staccato sentences; abbreviations; ellipses...a personal and/or confessional tone: the character’s individual appreciation of selected events presented etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

OR

- (ii) Someone has said of this poem:
It has an important message for people today, especially for people who live in a hurried and busy world.

What do you think of this view of the poem? Support your answer by reference to the text.

Candidates will make own case in response to the given statement. Case will be supported by relevant and appropriate material etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

OR

- (iii) Imagine you were asked to provide music that would accompany a reading of this poem. Describe the kind of music you would choose and explain your choice by referring to the words and ideas in the poem.

Candidates will offer some commentary to explain their choice of music. Expect details of how they would use music to augment/enhance the experience of reading and/or hearing the poem in performance etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

B Extracts from **PRELUDES**

1. (a) Choose one detail of the evening that appeals to you as it is described in Prelude I. Explain your answer with reference to Prelude I.

Many details available; candidates will choose according to their sensibilities. Own case will be supported by relevant and appropriate material etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (b) Which of the following statements is closest to your view of the poet's mood as seen in Prelude II?

- *he is sad*
- *he is lonely*
- *he is calm*

Refer to Prelude II to support your answer.

Candidates will make own case for their chosen statement. Case will be supported by appropriate and relevant material etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (c) Explain whether you do or do not like the general sense of city life as it is portrayed in the above Preludes.

Refer to the Preludes to support your answer.

Candidates' approach to 'general sense of city life' will be supported by appropriate detail chosen to support own case etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

continued

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

- (i) A collection of poems called *Places and Moods* is being put together. Explain why you would or would not recommend this poem for inclusion in the collection.

Candidates will make own case for either option – recommending inclusion or otherwise – supporting argument with appropriate referencing. Target audience for collection is not specified. Expect a wide range of responses etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

OR

- (ii) Imagine that you were making a short video for a competition called *Verse to Video*. You choose either Prelude I or II. Explain –
- Which Prelude you would choose.
 - How you would make the video entertaining.
 - The music you would use.

Candidates will offer some commentary to explain their choice of Prelude. Expect details of how they would re-shape it as a ‘movie’ etc. Expect in some measure the use of the language of film – movement, setting, camera, lighting, music etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

OR

- (iii) Suggest a new title for this poem. Give reasons for your choice of title, supporting them by reference to the poem.

Candidates will offer an alternative title which may come from the poem itself or suggested by the experience of reading etc. They will make own case for its appropriateness with relevant support etc.

Marking: ex 20 using COMBINED criteria and Grade

P+C 12
L+M 8

Grid

C THE LAKE ISLE OF INNISFREE

1. (a) Write down one thing you learned about the poet W.B. Yeats from reading this poem.

Possibly – homesick – lonely – fanciful – idealistic – escapist – lover of nature – liked peace and tranquillity etc. Candidates will make own case according to their sensibilities. Material from the poem may support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (b) Choose two details from the first eight lines of the poem that best capture the peacefulness of the island of Innisfree.
Explain your choice.

Significant amount of material to choose from. Candidates will make own case according to their sensibilities. Material from the poem will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

- (c) Do you imagine that you would enjoy living on the Lake Isle of Innisfree?
Give reasons for your answer.

Wide range of possibilities. Candidates will make own case according to their sensibilities. Material from the poem will support the case being made etc.

Marking: ex 10 using COMBINED criteria and Grade Grid

P+C 6
L+M 4

continued

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

- (i) You were asked to write a short piece for a holiday brochure promoting weekend breaks on The Lake Isle of Innisfree.
Write the piece making use of some details from the poem.

Expect writing to be framed as advertising material. The purpose is to promote ('sell') the destination, persuade ('entice') visitors to visit etc. Expect appropriate language registers to achieve effects etc. Material from the text used variously as support etc.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

OR

- (ii) Compare this poem with any other poem by W.B. Yeats that you have studied as part of your course.

*The following poems **only** may be used for the purposes of comparison as per DES Circular letter M2/04 for 2006 course outline:*

- September 1913
- The Wild Swans at Coole*
- An Irish Airman Foresees his Death
- Easter 1916
- The Second Coming
- Sailing to Byzantium
- from Meditations in Time of Civil War: VI The Stare's Nest by My Window
- In memory of Eva Gore-Booth and Con Markiewicz
- Swift's Epitaph*
- An Acre of Grass
- from Under Ben Bulbin: V and VI
- Politics

** Specific to Ordinary Level*

Candidates will deal with similarities and/or differences in themes and textures according to their sensibilities. They will make own case supported by material from their chosen texts.

Marking: ex 20 using COMBINED criteria and Grade Grid

P+C 12
L+M 8

OR

- (iii) Imagine you were asked to make a short video to accompany a reading of this poem. Explain how you would use setting, colour or any other device to make the reading more interesting.

Expect in some measure the use of the language of film – gesture, movement, setting, camera, lighting, music etc. Expect some explanatory commentary etc.

Marking: ex 20 using COMBINED criteria and Grade Grid P+C 12
L+M 8

D THE VOICE

1. (a) What picture of the poet's aunt emerges from this poem? Refer to the poem in your answer.

Possibly – tragic – impoverished – strong – eccentric – etc. Candidates will make own case. Material from the poem will support the case being made.

Marking: ex 10 using COMBINED criteria and Grade Grid P+C 6
L+M 4

- (b) In your opinion, what part did the parrot play in the aunt's life? Explain your answer by referring to the words and events in the poem.

Possibly – friend – surrogate child – provides a focus – company etc. Candidates will make own case. Material from the poem will support the case being made.

Marking: ex 10 using COMBINED criteria and Grade Grid P+C 6
L+M 4

- (c) Which of the following statements best describes *your* response to the poem? Give a reason for your answer.

- *I found the poem amusing*
- *I found the poem sad*
- *I found the poem both amusing and sad*

Candidates are required to respond to the poem as readers. They will make own case according to their individual sensibilities. Material from the poem used variously as support. Expect a wide variety of responses etc.

Marking: ex 10 using COMBINED criteria and Grade Grid P+C 6
L+M 4

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

- (i) Imagine that the poet was asked to make a speech at the ‘funeral’ of the parrot. Write out the speech that you imagine she might deliver.

Expect the writing to be shaped as a speech with or without the customary rubrics. A variety of language registers possible – respectful, sad, ironic etc. Material from the text will appear variously. Overall, a funerary tone... etc.

Marking: ex 20 using COMBINED criteria and Grade Grid P+C 12
L+M 8

OR

- (ii) ‘Nature’s creatures should not be kept in cages for our amusement.’

Write a short piece outlining your views on this topic. You should refer to the poem to support the points you make.

Expect writing to be shaped in a wide variety of forms, for different purposes, different target audiences etc. Language registers will mix and mingle as appropriate etc.

Marking: ex 20 using COMBINED criteria and Grade Grid P+C 12
L+M 8

OR

- (iii) Imagine you were asked to make a short film or video using **one moment or event** from this poem. Describe the moment or event you would choose and explain the kind of film or video you would make.

Candidates will isolate a moment of significant appeal: give details of how they would re-shape it as a ‘movie’ etc. Expect in some measure the use of the language of film – gesture, movement, setting, camera, lighting, music etc.

Marking: ex 20 using COMBINED criteria and Grade Grid P+C 12
L+M 8

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 Grammar	e.g. levels of accuracy in spelling <i>appropriate to the delivery of the task</i> grammatical patterns appropriate to the register	10

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.