Coimisiún na Scrúduithe Stáit
State Examinations Commission

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State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2007

English - Ordinary Level - Paper 1

Total Marks: 200

Wednesday, 6 June – Morning, 9.30 – 12.20

MARKING SCHEME

STATE EXAMINATIONS COMMISSION

LEAVING CERTIFICATE ENGLISH 2007 – ORDINARY LEVEL

CRITERIA FOR ASSESSMENT

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

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

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

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

Schematised detail regarding these criteria is to be found in Appendix 1 of this Marking Scheme. The Grade Grid utilised for purposes of applying the criteria for assessment throughout the marking is to be found in Appendix 2 of the Marking Scheme.

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

Marks for Efficiency of **L**anguage Use are awarded in so far as the candidate's answering is considered '*appropriate to the delivery of the task*'. Therefore, where a candidate fails to achieve a D grade mark in both Clarity of Purpose and Coherence of Delivery, award marks for Efficiency of Language Use **up to** the highest mark within the D band. Marks for Accuracy of **M**echanics can still be awarded in line with the candidate's proficiency in this area.

The list of texts prescribed for assessment in 2007 is set out in the appropriate DES Circular M2/05

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.*

SECTION I

COMPREHENDING (100 marks)

General.
"This paper will be specifically aimed at testing the comprehending and composing abilities of students." (DES English Syllabus, 7.3, p19).

TEXT I
THE RESCUE

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)   In paragraph 2, how does the writer convey the harshness of the Antarctic landscape?   (15)

Rich diversity of language, descriptions, pattern of sentencing, variety of movements etc. from which candidates can draw to support their views on <u>how</u> the writer conveys the harshness etc. Expect a broad interpretation of the word 'landscape' etc.

<u>Marking: ex 15 using COMBINED criteria and Grade Grid</u>
P+C   9;   L+M 6.

(ii)   How is the excitement of the rescue shown in paragraph 4?   (15)

Rich range of language – action – tension – laughter – details – human condition etc.

<u>Marking: ex 15 using COMBINED criteria and Grade Grid</u>
P+C   9;   L+M 6.

(iii)   If you had been on this expedition, would you have preferred to be making the dangerous journey to base camp alone, or to wait to be rescued? Explain your answer. (20)

Candidates will make a case for their imaginative preference. The use of narrative, explanation, commentary etc. to be expected: personal response, use of creative modeling etc.

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

Question B

Diary Entries

Imagine that you are Lashly. Write **two** diary entries describing your thoughts as you wait to be rescued. (50)

Expect the writing to be shaped as diary entries. Language registers will mix and mingle appropriately. Diary rubrics may or may not be present: similarly with writing characteristics, e.g. staccato sentences, stream of consciousness, ellipses, abbreviations, personal /intimate confessional tone/voice etc.

Marking: ex 50 using DISCRETE criteria and Grade Grid
P   15;   C   15;   L   15;   M   5.

TEXT 2

A CHAMPION ON THE RUN

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 O'Rourke's responses to Q1 and Q2 in the interview, what impression of her do you get? (15)

Many characteristics on which to draw to make individual case – easy-going, competitive, forward thinking, hard working, likes challenges, dedicated etc. etc.

Marking: ex 15 using COMBINED criteria and Grade Grid
P+C   9;   L+M 6.

(ii)   What does she see as the advantages and disadvantages of being famous?
(15)

Candidates are required to see the situation from the author's point of view. Publicity – attention – lionising – people expressing concern etc. AND Inability to be anonymous in public – being treated rudely – being shouted at in the street, lack of personal privacy etc.

Marking: ex 15 using COMBINED criteria and Grade Grid
P+C   9;   L+M 6.

(iii)   Would you like to be a world champion athlete? Give reasons for your answer.   (20)

Candidates will make an individual case in reply. A personal response with own rationale etc. is most likely. However, ideas, views and attitudes from the passage may also be drawn on to support the answer etc.

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

Question B

A Feature Article

Write a feature article for a daily newspaper entitled: 'Staying Fit and Healthy'.   (50)

Expect answer to be shaped as an article written for readers of any genre of daily newspaper. Language register(s) as appropriate.

Marking: ex 50 using DISCRETE criteria and Grade Grid
P   15;   C   15;   L   15;   M   5.

TEXT 3

THE MANY FACES OF SUCCESS

Questions A and B carry 50 marks each.

Question A

(i) Which image best captures the idea of success for you? Explain your answer.

(15)

Expect an argument for the chosen image supported by appropriate details. Answers must be based on images 1 – 6 only.

Marking: ex 15 using COMBINED criteria and Grade Grid
P+C   9;   L+M 6.

(ii) Choose one of the 6 images in Text 3 and clearly describe what you see.

(15)

Focus here is largely on description of content and composition of the image selected. The candidate will write to provide clear, accurate and detailed information etc.

Marking: ex 15 using COMBINED criteria and Grade Grid
P+C   9;   L+M 6.

(iii) You have been asked to add another image of success to this collection. What image would you choose? Give reasons for your answer.

(20)

Candidate is free to choose an image from any area of endeavour. Expect description of image and rationale for choice.

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

Question B

Newspaper Report

Imagine you are a journalist reporting on one of the events featured in Text 3. Write your report.

(50)

Expect answer to be shaped as an article written for readers of any genre of daily newspaper. Language register(s) as appropriate.

<u>Marking: ex 50 using DISCRETE criteria and Grade Grid</u>
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.

1.   '…the bravest decision of his life…'   (TEXT 1)

   Tell about a time in your life when you had a difficult choice to make.

   The focus here is on autobiographical 'telling'. Experience related may be real or imaginary. Expect a rich diversity of approaches etc. Elements of creative modeling may be a feature – references to the printed texts, or elements of the printed texts – may (occasionally) be noticeable in the candidates' writing.

   <u>Marking: ex 50 using DISCRETE criteria and Grade Grid</u>
   P   30;   C   30;   L   30;   M   10.

2.   '...his lonely march for survival.'   (TEXT 1)

   Write a speech for a debate in which you argue for or against the motion:
   that people should not take unnecessary risks.

   Expect material to be shaped like a speech with or without the customary rubrics. The language register will be appropriate to the 'debate' – persuasive, combative, rhetorical, mustering of arguments etc. and will be suited to the character of an imagined audience etc.

   <u>Marking: ex 50 using DISCRETE criteria and Grade Grid</u>
   P   30;   C   30;   L   30;   M   10.

3.   'Irish people really love sport…'   (TEXT 2)

   Write an account of the most exciting sporting event you witnessed or took part in.

   The writing will demonstrate a sense of narrative continuity. Mixes of language registers will convey the various elements of the writer's presence at the event of their choice – and definition – and their feelings of being engrossed in it… directed at an imagined audience of the writer's own choosing etc.
   <u>Marking: ex 50 using DISCRETE criteria and Grade Grid</u>

   P   30;   C   30;   L   30;   M   10.

4. 'No one had heard of me…' (TEXT 2)

Write a short story which begins with the above phrase.

The material will be shaped as a short story, showing, to various extents, the notions of (i) a beginning, middle and an end (ii) the presence of a central character(s) (iii) an on going flow of events, incidents, leading to some crucial moment and (iv) a resolution of some kind etc.

Marking: ex 50 using DISCRETE criteria and Grade Grid

P   30;   C   30;   L   30;   M   10.

5. 'Bill Gates sharing success….' (TEXT 3)

Write the talk you would give to a class about the importance of helping others.

Material will be shaped as a talk: customary rubrics may or may not be used. As the audience is an audience of peers, the language registers in evidence may be more 'relaxed'(than might be the case in other more formal settings) e.g. – use of colloquialisms, abbreviations, allusions to popular culture etc. The tone should aim at persuading the listener (reader) that the writer has 'something to say' on the subject matter etc.

Marking: ex 50 using DISCRETE criteria and Grade Grid

P   30;   C   30;   L   30;   M   10.

6. 'The many faces of success.' (TEXT 3)

Write a personal account of what success means to you.

Expect a wide variety of approaches here – both to the meaning of success and to shaping the writing. Material in the texts may help students (creative modeling) in terms of ideas, genres and language registers etc. The 'point of view' advocated in the task is that of the engaged "I" (a personal account).

Marking: ex 50 using DISCRETE criteria and Grade Grid

P   30;   C   30;   L   30;   M   10.

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

The material will be shaped as a short story, showing, to various extents, the notions of (i) a beginning, middle and an end (ii) the presence of a central character(s) (iii) an on going flow of events, incidents, leading to some crucial moment and (iv) a resolution of some kind etc. Choice of image must come from Text 3 as instructed.

<u>Marking: ex 50 using DISCRETE criteria and Grade Grid</u>

P   30;   C   30;   L   30;   M   10.

LEAVING CERTIFICATE EXAMINATION, 2007

English - Ordinary Level - Paper 2

Total Marks: 200

Wednesday, 6 June – Afternoon, 1.30 – 4.50

MARKING SCHEME

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.

General.
"This paper will test students' knowledge of and response to a range of texts" (DES English Syllabus, 7.4 p 20).

SECTION I

THE SINGLE TEXT (60 MARKS)

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

PRIDE AND PREJUDICE – Jane Austen

Answer **all** of the questions.

1.   *(a)*   Why does Charlotte Lucas agree to marry Mr Collins?   (10)

Based on their reading of the novel, candidates will explain why Charlotte agreed to marry Mr Collins.

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

    (b)   From your reading of the novel, do you think that Charlotte is happy in her marriage to Mr Collins?
Explain your answer.   (10)

Candidates will argue for or against the view that Charlotte is happily married to Mr Collins.

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

2.   Describe the part played by Mr Darcy in saving Lydia from disgrace and poverty after she had eloped with Mr Wickham.   (10)

Candidates will be expected to outline Mr Darcy's role in securing Lydia's future e.g. pressurising Wickham to marry her.

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

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

(i)   Letters are an important source of information in *Pride and Prejudice*.
        Imagine you are a guest of Lady Catherine de Bourgh. Write a letter to a
        friend, describing the time you spent there and the people you met.

*Expect material to be presented as a letter with or without the usual rubrics.
Candidates may describe the environment and some or all of the people they meet
there.*
        Marking: ex 30 using DISCRETE criteria and Grade Grid.
             P   9;   C   9;   L   9;   M   3.

OR

(ii)   Choose **one** of the following statements and write on it based on your
         knowledge of the novel:

        -        *I would prefer to live in the world of the present moment than in
                  the world of Pride and Prejudice because…*
        -        *I think it is a boring world in which very little happens…*

*Candidates will choose one of the above responses. If choosing the first
option, candidates should draw comparisons between their experience
of the modern world, and their understanding of the world of "Pride
and Prejudice".
If choosing the second option, candidates should explain why they think
the world of "Pride and Prejudice" does not appeal to them.*

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

OR

(iii)   A student said: *"Mr Darcy is a far more interesting man than Mr Bingley."*
        If you were to choose one of these men as your friend, which one would it be?
        Explain your answer with reference to the novel.

*Candidates are expected to make a choice between one character and the other,
and explain their choice by reference to events in the novel.*

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

B   **WUTHERING HEIGHTS** – Emily Brontë

Answer **all** of the questions.

1.   *(a)*   Do you like or dislike the character of Nelly Dean, the narrator of
         most of the story? Explain your answer.   (10)

*Based on their knowledge of the novel, candidates may express their like, dislike
(or a combination of both) of the character of Nelly Dean.*

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

(b)   Based on your knowledge of the novel, describe the type of person
         you imagine Joseph to be.   (10)

*A servant – dour – religious – superstitious, bad-tempered – speaks in a strong
dialect etc.*

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

2.   Did you feel sorrow at the death and burial of Heathcliff? Explain your answer.
                                                                          (10)

*Candidates, in their response, may focus on the actual death and burial of
Heathcliff or may range more widely through the novel.
Candidates are free to express sorrow or another emotion, or a combination
of emotions 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)   A reader once said: "*Wuthering Heights* is the greatest love story in English
       literature." Write the talk you would give to your fellow students agreeing **or**
       disagreeing with the above statement.

*The material will be shaped as a talk with or without the usual rubrics. The language
register will indicate that it is a talk addressed to fellow students.
Candidates are free to agree or disagree with the reader's view.*

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

OR

(ii)   You have been a guest of Catherine and Edgar Linton at Thrushcross Grange for a week. Write a letter to your friend describing your experiences while staying there.

Expect material to be presented as a letter with or without the usual rubrics. A wide variety of approaches is possible – serious, humorous etc. Language registers will mix and mingle as appropriate.

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

OR

(ii)   Describe the relationship between **any two** characters in the novel. Discuss how this relationship develops as the novel progresses.

Expect candidates to evaluate the progress in the relationship between any two characters in the novel.

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)*   Why, in your opinion, does Nathan Price fail in his mission to the Africans?   (10)

Candidates will form their own opinion as to why Nathan Price's mission fails. 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)   "Nathan Price treats his wife Orleanna very badly." Would you agree? Explain your answer.   (10)

Candidates are free to agree or disagree or modulate their response. Appropriate references from the text will support the case being made.

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

2.   What episode in the novel, in your opinion, is the most frightening?
        Describe it.   (10)

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

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 Things We Didn't Know"* is the heading of one of the sections
        in the novel.
        Write the talk you might give describing some of the interesting things you
        learned about African society, as a result of reading the novel.
        Your talk should be based on African society as it is described in the
        novel.

*Language – customs – traditions – superstitions – role of women –elections/
politics etc.*

*Language register will be appropriate to the audience to which the candidate has
chosen to address their 'talk'.*

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

OR

(ii)   "For the members of the Price family, the difficulties of living in Africa
        were too great."
        Would you agree or disagree with this statement in the case of any **one** of
        the family members?

*Candidates are free to agree or disagree. Appropriate references from the novel
will support the case being made.*

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

OR

(iii) Write a diary entry where **one** of the Price sisters describes her life **after** the family left Kilanga.

Candidates will write a piece in the form of a diary entry with or without the customary rubrics. The response will be based on the experiences of <u>one</u> of the Price sisters after the family left Kilanga.

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

D   A MOMENT OF WAR – Laurie Lee

Answer **all** of the questions.

1. *(a)* Laurie Lee was arrested a number of times because he was suspected of being a spy, or a deserter. From your reading of the book, which occasion do you think was the most frightening for him? (10)

Candidates will choose one occasion when Laurie was arrested and explain why, in their opinion, that occasion was the most frightening for him.

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

(b) Describe how Laurie Lee got out of prison and out of Spain at the end of the book. (10)

The candidates will be expected to relate the sequence of events which led to the author's departure from Spain.

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

2. Do you think Laurie Lee contributed anything to the Republican side in the Spanish Civil War? Explain your answer. (10)

Candidates may agree, disagree or discuss/balance their views.

They may say 'yes, he did'- idealistic, fought against fascism…spread Republican propaganda…

They may say 'no, he didn't – he was inexperienced – was a nuisance – he was imprisoned on a number of occasions…etc.

<u>Marking: ex 10 using COMBINEDcriteria and Grade Grid.</u>
P+C 6;   L+M 4.

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

(i) "Was this then what I'd come for, and all my journey had meant – to smudge out the life of an unknown young man in a blur of panic which in no way could affect victory or defeat?"

> Explain what you think this statement, towards the end of the book, tells us of the author's feelings about his contribution to the Republican side in the Spanish Civil War.

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

<u>*Possible*</u> *feelings identified: disillusionment – frustration – diminished idealism – guilt etc.*

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

OR

(iii) Imagine you are Laurie Lee, in prison in Barcelona, expecting to be executed because you are suspected of being a spy.
Based on your knowledge of the book, write the thoughts going through your head while you await execution.

Some issues raised could be: injustice of war – futility of war – impossibility of defeating Franco – personal fears and regrets etc. Answer requires the use of appropriate material from the text as support.

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

OR

(iii) Which **one** of the following features of the book was more successful in holding your attention?

- The conditions under which the International Brigade lived.
- The people whom Laurie Lee met.

Support your answer with references to the book.

Candidates are free to choose either of the options offered. Comparison/ contrast not required.

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

E   DEATH OF A SALESMAN – Arthur Miller

Answer **all** of the questions.

1.   *(a)*   Do you like or dislike Ben, Willy's brother? Explain your answer.   (10)

Candidates are free to argue 'yes' or 'no' or argue the extent of their feeling(s) towards the character basing their response on their knowledge of the text.

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

(b)   Willy tells Howard Wagner the story of Dave Singleman, the eighty-five-year -old salesman. Do you think that Willy was right to admire Dave Singleman so much? Explain your answer.   (10)

Based on the knowledge of the text, candidates will argue for or against the view that Willy was right to admire Dave Singleman so much. They may also assess the extent to which Willy admired Dave Singleman etc.

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

2.   In Act 1, Happy describes his idea of a suitable wife:
"Somebody with character, with resistance! Like mom, y'know…"
Do you think this is an accurate description of Linda? Explain your answer. (10)

Candidates are required to evaluate Happy's assessment of his mother, based on their knowledge of the play. They may choose to focus on the ironic nature of the statement.

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

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

(i)   Biff claims, in the fight with his father at the end of the play:
        "We never told the truth for ten minutes in this house."

        Do you think that Biff is correct in saying this?
        Support the points you make with reference to the play.

Candidates may agree, disagree or argue the extent of their attitudes towards Biff's statement. They are free to choose from a wide range of material in the play to support their view(s).

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

OR

(ii)   Imagine that, before his death, Willy left a letter addressed to his family explaining his actions.
        Write that letter.

Candidates will write a piece to a family in a register appropriate to a letter in such circumstances. Usual rubrics may or may not be used etc.

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

OR

(iii)   You are making a film of the final scene of the play – *Requiem* – the funeral of Willy.
        Suggest the methods you would use to create the atmosphere of the occasion. You may include some of the following: weather, location, the conduct of the people attending the funeral, sound-effects, etc.

Candidates may avail of prompts provided to create the appropriate atmosphere or may suggest further or alternative ideas of their own devising.

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

F **JUNO AND THE PAYCOCK –** Sean O'Casey

Answer **all** of the questions.

1. *(a)* What are Jerry Devine and Mary arguing about in Act I? (10)

Candidates are required to recall the conversation between Jerry and Mary.

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

(b) In Act 2, Captain Boyle states that Charles Bentham and Jerry Devine are "*a pain in the face*".
Do you think this is a fair comment on **either** of these two men?
Explain your answer. (10)

Candidates are required to agree, disagree or argue the extent of their agreement/disagreement with Captain Boyle's view of either of the two men, with appropriate reference to the text.

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

2. "What happens to Mary is worse than what happens to Johnny." Do you agree with this statement? Explain your answer. (10)

Candidates are expected to evaluate the statement in the light of events relating to Mary and Johnny and state their preference, based on the events thus evaluated 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 you are Mary, at the end of the play. Write **two** diary entries revealing your attitude to Charles Bentham.

Writing will be shaped as diary entries with or without the customary rubrics. Candidates are free to base their answer on Mary's experience in the play and speculate on her vision of future etc.

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

OR

(ii) Write a review of *Juno and the Paycock* in which you advise your readers to attend or not to attend a performance of the play.

Writing will be shaped as a review, focusing on advice to attend or not to attend a performance of the play. Candidates may discuss some of the following – humour, characters, language, quality of acting, staging, etc.

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

OR

(iii) "In the play *Juno and the Paycock* the women are the ones who offer us most hope for the future."
Discuss this view in the light of your knowledge of the play.

Candidates are asked to make a judgement on the quotation, using one or more of the female characters in the play to justify their argument.

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

G **MACBETH** – William Shakespeare

Answer **all** of the questions.

1. *(a)* In Act 2, scene 3, Macduff discovers Duncan's body. Describe Macbeth's reaction to this event. (10)

Acts horrified/shocked – feigns horror – acts 'impetuously' – claims he is broken-hearted – extols Duncan's character – kills chamberlains justifying his rage etc.

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

(b) Why, in your opinion, does Macbeth decide to murder Banquo? (10)

Based on their knowledge of the play, candidates will explain why Macbeth murders Banquo: – the witches' prophecies – fear of Banquo's honourable nature – believes that Banquo's knowledge of his guilt etc.

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

2. Do you feel pity for Lady Macbeth in the sleepwalking scene in Act 5? Explain your answer. (10)

Candidates will express pity, deny pity or express ambivalence towards Lady Macbeth, based on their knowledge of the play.

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

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

(i) "Although Macbeth is guilty of many evil deeds, he is a brave man."
Would you agree with this opinion of Macbeth?
Give reasons for your answer based on your knowledge of the play.

Basing their response on their knowledge of the play, candidates may agree or disagree with the statement or a combination of both.

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

OR

(ii) You have been invited to play the part of a character in your school's production of the play *Macbeth*.
Describe the qualities of your chosen character which you would wish to make clear to your audience. Support your answer with reference to the text.

Candidates are free to choose any character from the play. Responses should focus on qualities of chosen character.

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

OR

(ii) Macbeth has been arrested for the murder of Duncan. You are to make a speech **either** defending **or** prosecuting him at his trial. Write the speech you would make.

Expect the writing to be shaped as a speech defending or prosecuting Macbeth. The language register is of persuasion. Candidates may adopt 'one line of attack' to persuade the jury of Macbeth's guilt or innocence etc.

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

H   **A SLIPPING-DOWN LIFE – Anne Tyler**

Answer **all** of the questions.

1.   *(a)*   Describe an important event in the life of Evie.   (10)

Candidates will give a description of a single event in the life of Evie which is of importance to her e.g. hearing Drum Casey for the first time on radio, etching his name on her forehead, marriage to him, etc. The candidate is free to interpret 'important', but must justify same.

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

(b)   Do you think that Evie was right to marry Drum Casey?
Explain your answer.   (10)

Candidates are required to present a personal response to the question, based on their interpretation of events in the novel. Candidates may agree or disagree or combine both attitudes.

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

2.   Would you like to have Evie's father, Sam, as your father?
Explain your answer.   (10)

Candidates are encouraged to examine Sam's character, in particular his parenting qualities. Views will be supported by appropriate reference to text.

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

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

(i)   You have attended a session at the *Unicorn*. Write a review of the occasion for the entertainment section of your local newspaper.

You may consider some or all of the following prompts in your response:
-     The atmosphere
-     The type of people attending
-     The bands/soloists
-     Evie's presence
-     Drum Casey's performance

Writing will be shaped as a review with language register appropriate to the press genre chosen and stance adopted etc.

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

OR

(ii)   "Drum Casey is a totally selfish person. Only his own concerns matter to him."

Do you agree with this statement? Give reasons for your answer, based on your knowledge of the novel.

Candidates are required to evaluate the character of Drum Casey. They are free to agree or disagree with the statement, basing their response on their knowledge of the novel.

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

OR

(iii)   Write a piece about the novel using **one** of the following statements as your starting point:

-    *It portrays teenagers in a very realistic way because…*
-    *The world of the novel is similar to or different from the society in which I live because…*

In the light of their knowledge and understanding of the novel, candidates will write a piece using either of the above statements as their starting point.

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

I   THE IMPORTANCE OF BEING EARNEST – Oscar Wilde

Answer **all** of the questions.

1.   *(a)*   "Lady Bracknell is an absolute snob."

Do you agree with this view of Lady Bracknell? Explain your answer.
(10)

Candidates are free to agree or disagree with the above statement, based on their knowledge of the play.

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

(b)   Describe the part played by Miss Prism in the play *The Importance of Being Earnest*. (10)

Governess – serious and high-minded in her addresses to Cecily – admires Jack Worthing – helps to clear up the confusion of identities etc.

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

2.   Algernon accuses Jack of being a Bunburyist. What freedom does 'Bunburying' offer to **either** Alegernon **or** Jack? (10)

Both Algernon and Jack create alter egos. Algernon invents a friend Bunbury, who suffers from ill-health. This allows Algernon to avoid unpleasant social engagements in town and escape to the country. Jack invents a brother called Ernest who lives in London. This allows Jack to visit London as often as he wishes.

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

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

(i)   Imagine you are Cecily. Write a diary entry recording your first meeting with Ernest (Algernon) at the beginning of Act 2.

Candidates will write a piece in the form of a diary with or without the customary rubrics. The diary entry will focus on Cecily's first encounter with Ernest (Algernon).

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

OR

(ii)   Explain why you would **or** would not like to live in the world of *The Importance of Being Earnest*.
Support your answer with references to the play.

Based on their knowledge of the play, candidates will write a piece stating why they would or would not like to live in the world of the play.

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

(iii) "*The Importance of Being Earnest* is a very funny play."
Would you agree with this view of the play? Support your answer with
reference to the text.

*Candidates will offer an opinion based on their knowledge of the play. They may
refer to the play overall, or to selected key moments. They may also argue that
some aspects of the play are not funny: e.g. – hypocrisy – class-distinction -
snobbery*
 – idleness etc.

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

SECTION II

THE COMPARATIVE STUDY (70 MARKS)

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

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 letter M2/05 for 2007 for necessary details).

Report available at: www.examinatons.ie

A   HERO, HEROINE, VILLAIN

1.   *(a)*   From a text that you have studied on your comparative course, pick
                  a hero or heroine or villain and describe the part that he or she plays
                  in that text.   (30)

          Candidates will select a hero or heroine or villain and will describe the role
          played by that person. 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)   From a second text that you have studied in your comparative course
                    choose a hero or heroine or villain and explain why you think this
                    person is a greater or lesser hero or heroine or villain than the person you
                    chose in 1*(a)*.
                    Support your answer by referring to each of the two characters you have
                    chosen.   (40)

Candidates will choose a hero or heroine or villain from <u>another text</u>, deal with their choice appropriately by showing how greater or lesser this person is by setting him/her beside/against the choice in1 (a).

<u>Marking: ex 40 using DISCRETE criteria and Grade Grid.</u>
P   12;   C   12;   L   12;   M   4

OR

2.   *(a)*   The hero or heroine or villain is often the most important character in a text.
Name a hero or heroine or villain from a text you have studied in your comparative course and explain why you think your chosen character is the most important one in the text.   (30)

Candidates will select a hero or heroine or villain and comment on the importance of this person in the context of the chosen text. Material from the text will be used as appropriate support etc.

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

(b)   In relation to a hero or heroine or villain in a second text, write a comparative piece beginning in the following way –

"I thought the author was more/less successful in creating a hero or heroine or villain in this text, than was the author in the text I discussed in 2(a) because…"   (40)

Candidates will select a hero or heroine or villain from <u>another text</u> and deal with their choice by showing how the author was more/less successful in creating a hero or heroine or villain in this text than was the author in the text discussed in 2 (a) above.

<u>Marking: ex 40 using DISCRETE criteria and Grade Grid.</u>
P   12;   C   12;   L   12;   M   4.

B   THEME

Before beginning your answer to either of the two questions on THEME, you should

- name the <u>texts</u> studied for your comparative course and
- name a <u>theme</u> that you are going to discuss.

Candidates should name the texts studied for the comparative course and name the theme they are going to discuss.

1. *(a)* Describe how your chosen theme is presented in **one** of the texts. (30)

Candidates will discuss their chosen theme, and its presentation, with appropriate reference to the text studied.

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

(b) Compare the way in which the same theme is presented in a second text with the way it has been presented in the text in *(a)* above. To begin your answer use one of the following statements:

- *"I thought the theme in my first text was more powerful/less powerful than the theme in my second text because…"*
- *"I enjoyed the theme of one text more than the other because…"*

(40)

Candidates will choose the same theme from <u>another text</u> and deal with it appropriately in the context of the two statements presented.
(1) Why the theme was more powerful/less powerful than the theme chosen in 1 (a) and
(2) Why the theme in one text was more enjoyable than the theme in the other.

<u>Marking: ex 40 using DISCRETE criteria and Grade Grid.</u>
P 12; C 12; L 12; M 4

OR

2. *(a)* Write a piece in which you attempt to persuade a reader that a theme is presented in a more interesting way in one text rather than in another. Support your views with reference to the two texts chosen. (30)

Candidates will argue why the theme in one text chosen is more interesting than the theme in the other chosen text. They will support their argument with

appropriate references to the two texts chosen.

Marking: ex 30 using Discrete criteria and Grade Grid.
P 9; C 9; L 9; M 3

(b) Select one moment from each of **two** texts that you have studied that appeals to you in a special way. Say how, in your opinion, these moments have helped you to understand the theme involved.
Explain your answer with references to your chosen texts. (40)

Candidates will select a moment from each of the texts chosen which appeals to them in a special way. They will justify their selection by stating how their depth of understanding of the theme was aided by these key moments.

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)

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

In this poem, Pat Boran speaks of his attitude to the car in the past, the present and the future.

1.   How, in your opinion, does the poet convey his attitude/feelings towards
        "*the old black banger*"?
        Explain your answer with reference to the first eight lines of the poem.   (10)

        *On the basis of their reading, candidates will identify how the poet conveys
        his feelings/attitude towards "the old black banger". Expect commentary
        and support from the text etc.*

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

2.   In what ways has the poet's attitude to cars changed in the remainder of the poem?
        Explain your answer.   (10)

        *Candidates are expected to identify how the poet's attitude to cars has changed
        in the remainder of the poem.*

                  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   THE PRESENT MOMENT

1.   *(a)*   The poet gives us a number of pictures of her father. Explain which one of
                  these most appeals to you.   (10)

        *Candidates will choose the picture of the poet's father which appeals to them.
        One of these may be: - 'wrapped in a blanket' – 'eating a pineapple' – overweight*

- as a young man – as a baby etc. Expect some commentary.

<div align="center">

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

</div>

(b)   *"I stay beside him, like someone in a rowboat*
         staying abreast of a Channel swimmer."

         Do you think this is a good description of her relationship with her father
         at this moment? Explain your answer.   (10)

Candidates may agree or disagree that this is a good description. Candidates will
respond according to their individual sensibilities, making and supporting their
own case etc.

<div align="center">

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

</div>

(c)   In this poem it is clear that Sharon Olds:

         - *is deeply upset at the prospect of her father's death*
         - *regrets not remembering more about him*

         Choose the phrase that in your opinion best describes her relationship with
         her father. Explain your choice.   (10)

Candidates will make a case for their chosen phrase. Possible suggestions – in
old age, the dying resemble babies – her father is like a 'crushed bud' etc. – she
has almost forgotten his early life – once 'that smooth-skinned, dark-haired boy'
etc.

<div align="center">

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

</div>

2.   Answer **ONE** of the following: [Each part carries 20 marks]
         (i)   *"Now that he cannot sit up,*

now that he just lies there
looking at the wall..."

Do you think that these lines make a good opening to the poem?
Explain your answer.

Depending on their viewpoint, candidates will make an argument for or
against the view that the quotation is a good opening to the poem etc.

<u>Marking: ex 20 using COMBINED criteria and Grade Grid.</u>
P+C   12;   L+M 8

OR

(ii)   Sharon Olds entitles this poem *The Present Moment.* Choose another title
for this poem and explain the reason for your choice.

Candidates will make a personal choice and justify it with reference to
the subject matter of the poem.

<u>Marking: ex 20 using COMBINED criteria and Grade Grid.</u>
P+C 12;   L+M 8.
OR

(iii)   Imagine that this is a scene from a play. Describe how you would use
setting, lights, music etc. to convey the atmosphere to the audience.

Candidates are required to dramatise the poem, describing how setting, lights,
music etc. contribute to the atmosphere.

<u>Marking: ex 20 using COMBINED criteria and Grade Grid.</u>
P+C   12;   L+M 8.

B   THE CAGE

1. *(a)*   The poet describes his father as the "*least happy man*" he has known. How
does he show this to be the case in the first two stanzas (lines 1 to 14) of the
poem?   (10)

Physical description – 'pallor' – type of work suggests imprisonment – drinking
habits – 'brute oblivion' etc.

(b) *"When he came back…"*
    What details does the poet use in stanzas four and five (lines 22 to 35) to show
    the changes in his father's life when he returned to Garvaghy?   (10)

    Candidates are required to focus on details in the specified stanzas that display
    change(s) in his father's life on his return to Co. Tyrone.

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

(c) From your reading of the poem, which of the following do you think best
    reveals John Montague's attitude towards his father:

    -        he loved him very much
    -        he did not know him very well

    Explain your answer.   (10)

He loved him very much: shows empathy with his father's situation in New York –
'pallor', 'lost years', 'shudder', 'his grille' etc.
He did not know him very well: his father's lengthy absence in New York – they
had little in common when his father came home 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, when Montague's father returns to Ireland, he writes a piece
          called, *My Life in New York,* for the local newspaper.
          Write that piece.

    Expect writing to be framed as an article for a newspaper with appropriate
    language register. Material from the text may be used variously as support.

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

OR

(ii)   From your understanding of the poem, do you think *The Cage* is a good title for it? Explain your answer.

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.

<u>Marking: ex 20 using COMBINED criteria and Grade Grid.</u>
P+C   12;   L+M 8

OR

(iii)   In *The Locket*, another of John Montague's poems on your course, he remembers his mother. How alike or different, in your opinion, are his imagined memories of his father in *The Cage* and of his mother in *The Locket*?

Candidates will deal with similarities/differences in themes and textures according to their sensibilities. They will support the cases made by incorporating / referencing appropriate material from the two texts etc.

<u>Marking: ex 20 using COMBINED criteria and Grade Grid.</u>
P+C   12;   L+M 8

C   WOLVES IN THE ZOO

1. *(a)*   What, in your opinion, is the poet's attitude to wolves? Give a reason for your answer, based on the poem.   (10)

Probably sympathetic – resemble dogs – never attacked humans – legends demonise them etc.

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

(b)   Why do you think the poet talks about *"Little Red Ridinghood and her Gran"*?
Explain your answer.   (10)

Possible: Tales such as 'Little Red Ridinghood' and other such 'anti-wolf'
propaganda could have played a part in wolves being virtually driven to extinction
etc.
Possible: metaphor for peoples' fear(s) of, and fascination(s) with, the wolf etc.

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

(c)   Choose two lines from the poem that especially appeal to you. Explain
          your choice.   (10)

Depending on their sensibility, candidates will choose two lines from the poem.
They will then justify their choice.

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)   "This poem tells us a lot about the attitude of human beings to wild
          animals."
          Would you agree with this statement? Give reasons for your answer based on
          the poem.

Candidates may agree or disagree either fully or in part with the statement. Their
case will be supported by relevant and appropriate material.

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

OR

(ii)   A company is publishing a book of nature poetry for young adults called
          Our Animals – Our Friends. You have been invited to choose a poem for
          publication. Explain why you would **or** would not choose *Wolves in the*
          Zoo for inclusion.

Candidates will make their own case for either option – recommending inclusion
or otherwise – supporting their argument with appropriate referencing.

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

OR

(iii)   You are a wolf in the cage in the zoo. Describe your thoughts and feelings.
You may use the material in the poem to support your response.

*Expect an imaginative and personal response – candidates may make use of
material in the poem in constructing their response etc.*

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

D   'OUT, OUT –'

1.   *(a)*   Which words and phrases in the first twelve lines (ending at "*…when saved
from work*") help to give you a clear picture of the place where the poem is
set?
Explain your choice.   (10)

*The words and phrases chosen by candidates will reflect their aesthetic
response to the poem. Expect some commentary.*

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

(b)   Describe the boy's reaction when he realised that his hand had been badly
damaged by the saw.
(10)

*Candidates will focus on the appropriate passage and describe the boy's reaction
to the accident – 'rueful laugh' – shock – fear etc.*

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

(c)   Do you think the poet shows sympathy for the boy?
Explain your answer.   (10)

According to their sensibilities, candidates will develop a case rooted in the poem.

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)   Write the diary entry of the boy's sister, in which she records her
experiences and feelings on the day the accident happened.

*Candidates' writing can include some characteristics of diary writing – staccato
sentences, abbreviations, tone of private and personal shock etc.*

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

OR

(ii)   People have said that this is a very dramatic poem. Do you agree?
Explain your answer.

Candidates will make their own case in response to the statement.
The case will be supported by relevant and appropriate material.

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

OR

(iii)   Which of the following statements best describes your response to the
poem?

-       *I found the poem cruel because...*
-       *I found the poem dramatic because...*
-       *I found the poem sad because...*

Give reasons for your answer.

Candidates will make their own case for their chosen statement. The case
will be supported by appropriate and relevant material 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.	*Where appropriate* 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 *appropriate to the delivery of the task*	30
Accuracy of mechanics	Spelling	e.g. levels of accuracy in spelling *appropriate to the delivery of the task*	
	Grammar	grammatical patterns appropriate to the register	10

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 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 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 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 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 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
Purpose & Coherence 60% (12)						
20	17 - 20	14 - 16	11 - 13	8 - 10	5 - 7	0 - 4
Language & Mechanics 40% (8)						
Purpose & Coherence 60% (9)						
15	13 - 15	11 -12	8 - 10	6 - 7	3 - 5	0 - 2
Language & Mechanics 40% (6)						
Purpose & Coherence 60% (6)						
10	8 - 10	7 - 8	5 - 6	4 - 5	2 - 3	1
Language & Mechanics 40% (4)						

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.