



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2010

MARKING SCHEME

ENGLISH

ORDINARY LEVEL

STATE EXAMINATIONS COMMISSION
LEAVING CERTIFICATE ENGLISH 2010 – 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 Purpose will always appear first in the list of marks. Marks awarded for Coherence of Delivery will follow and so on to the end.

Marks for Efficiency of Language 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 Mechanics can still be awarded in line with the candidate's proficiency in this area.

The list of texts prescribed for assessment in 2010 is set out in the appropriate DES Circular 0008/2008

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)

TEXT I DANGEROUS CHALLENGES

N.B. Candidates may NOT answer Question A and Question B in the same text. Questions A and B carry 50 marks each.

General.

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

Question A

- (i) Based on your reading of the passage, give **three** reasons why you think the Amazon River is described as terrifying and dangerous. Explain your answer with reference to the text.

(15)

Possible points: Storms & flooding: (Bull) sharks, piranhas, stingrays, anacondas: poisonous snakes, giant man-eating catfish, ‘monster’ creatures: tarantulas & scorpions, wasps, large black birds, sun-burn. Information could be summarized into categories – weather, insects, animals, treacherous conditions. Expect candidates to offer appropriate reasons for their choices.

Use code E on the left-hand margin to indicate where explanations/reasons are given.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Martin Strel and Sophie Collett are both remarkable people. From what you have read about them in the above texts would you agree with this statement? Give reasons for your answer.

(15)

Candidates must deal with BOTH Strel and Collett. They will make a case for their points of view supporting their statements with reference to the text. Possible approaches. Brave, tough, extreme levels of fitness, amazing powers of endurance, prepared to take up challenges beyond the norm, persistent in the face of danger,

overcame their own fears, etc. Candidates may also adopt a more critical stance towards one or both athletes.

Use code **E** on the left-hand margin to indicate where explanations/reasons are given.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) Both Strel and Collett took many risks in the course of their activities. In your opinion, what makes people want to undertake such dangerous activities? Give reasons for your answer. (20)

Possible approaches: Desire for fame, personal challenge/satisfaction, possible financial benefits, human instinct to seek out challenge, thrill of danger, etc. Candidates are expected to give reasons for their answer.

Combined Criteria ex 20	P + C = 12	L + M = 8
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Question B

People need to be motivated in order to face a challenge.

Imagine your class is considering undertaking a 10 kilometre cross-country run for a charity of your choice. Write a short talk to inspire them to take up this challenge.

(50)

Expect a motivational/persuasive emphasis with a focus on inspiring the classmates to take up the challenge. Expect the writing to be shaped as a talk with or without the usual rubrics. Language registers will recognise the target audience. In the case of peers, for example, the register may appear more relaxed than might be expected in other more formal contexts.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 2

ACROSS THE ATLANTIC IN A LEATHER BOAT

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 your opinion, what were the **three** greatest difficulties faced by Tim Severin and his crew? Explain your answer with reference to the text. (15)

Candidates are free to determine what they felt to be the greatest challenges. Possible approaches: their unusual craft, bad weather, terrible living conditions, lack of sleep, exposure to the elements, sea sickness, darkness, risk from other larger craft, lack of usual modern instrumentation, etc. Expect appropriate references to the text to support points being made. Use code **E** on the left hand margin to indicate where explanations/reasons are given.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) In paragraphs 4 and 5 how does Tim Severin convey the atmosphere of tension and fear on *Brendan* as the huge factory ship came towards them?

(15)

The emphasis is on commenting on how: candidates can comment on particular moments of the story: the qualities of the 'picture painting': the use of language: the rhythms of the sentences and use of dialogue, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) From your reading of the passage do you think Tim Severin and his crew were brave or foolish or both to undertake their voyage?
Give reasons for your answer

(20)

*Candidates will explore the passage to discover the necessary qualities. Expect that a convincing explanation will be offered for the particular choice(s) made etc. Use code **E** on the left hand margin to indicate where explanations/reasons are given.*

Combined Criteria ex 20	P + C = 12	L + M = 8
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Question B

A competition has been announced to select crew members for a new *Brendan* voyage. In approximately 250 words explain to Tim Severin why you should be chosen as a crew member for this voyage.

(50)

Candidates may choose a formal or informal register, expect a persuasive tone. Possible approaches: reference to personal qualities (e.g. courage, stamina). Reference to relevant skills, training or experience, sailing, swimming etc. Candidates will express interest in the project, admiration for the original voyage, etc.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 3 FACING DANGER

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) Write a clear and detailed description of any **one** of the four images in Text 3. (15)

Expect an accurate description of any one of the images. Candidates may refer to background, foreground, middle distance, colour, shape, a sense of movement, etc. Candidates should restrict themselves to description only.

<i>Combined Criteria ex 15</i>	P + C = 9	L + M = 6
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- (ii) Write a caption to accompany any **three** of the four images that appear in Text 3. (15)
You should label each caption with the number (1, 2, 3 or 4) that appears on the corresponding image.

Expect three separate, appropriate/apt labelled captions. Candidates may offer some explanation for the choices made etc.

<i>Combined Criteria ex 15</i>	P + C = 9	L + M = 6
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- (iii) Which of the situations pictured in Text 3 would you least like to find yourself in? (20)
Explain your answer.

Candidates will choose one situation to discuss. Elements of the relevant image may be used to help the case being made etc. Expect a clear explanation.

*Use code **E** on the left hand margin to indicate where explanations/reasons are given.*

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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Question B

Holiday of a lifetime

You work for a company that specialises in activity holidays like bungee-jumping,

rock-climbing, going on safari, etc. Write a piece to appear on a webpage promoting an exciting adventure holiday anywhere in the world.

(50)

Expect the writing to be shaped as a promotional/ persuasive piece with specific reference to activity holidays. The intention is to persuade readers 'to buy the holiday'. Language may be informal to suit the web-based context. Reference to aspects of the holiday experience other than the adventure elements may also be of relevance.

<i>Discrete Criteria ex 50</i>	P = 15	C = 15	L = 15	M = 5
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SECTION II

COMPOSING (100 marks)

General.

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

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

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

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

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

Each composition carries 100 marks.

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

1. ‘... and finishing it gave me a great sense of achievement.’
(Text 1)

Write a talk about a person/people whose achievements you admire.

Expect the writing to be shaped as a talk or a speech with or without the usual rubrics. The register(s) employed may be relaxed or formal. Candidates are free to choose/talk about any person/ people whom they admire.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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2. 'The toughest event in the world.' (Text 1)

Write about a time in your life when you took part in a demanding event.

Expect a wide variety of approaches to shaping the writing. The register will be personal: told from the perspective of the engaged 'I'.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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3. 'At times like that you make friends very easily.' (Text 1)

Write a personal account of the challenges of making and keeping friends.

A variety of approaches to framing the accounts is envisaged. While candidates may deal with one challenge more than another, some reference to both is envisaged. Expect that the 'tellings' will be from the perspective of the engaged 'I' that is, the register will be personal.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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4. 'Night came. A dirty, black night with rain.' (Text 2)

Write a short story based on the above phrase.

The writing will be inspired by the quotation. Expect that candidates will respond to the invitation in a wide variety of ways. The writing will be shaped as a short story – i.e. have a sense of a beginning – middle – end: have a character(s): have a time-line incorporating a defining moment etc.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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5. 'There was another small tent, not much bigger than a good-sized kennel.' (Text 2)

Write a humorous article about camping.

An article can be discursive / anecdotal / an opinion piece / a 'colour' piece / based on personal experience etc. Expect a broad understanding of 'humorous'. Register(s) employed may be little more relaxed than might be expected in other more formal settings. Expect that a wide variety of imaginative scenarios will be referred to/sketched out... etc.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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6. 'Ignoring the Restricted Area sign I just kept walking ...' (Text 3)

Write a short story inspired by the above phrase.

Writing will be inspired by the above phrase. Expect that candidates will respond to the invitation in a great variety of ways. The writing will be shaped as a short story – i.e. have a sense of a beginning – middle – end: have a character/characters: have a time-line incorporating a defining moment etc.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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7. Look at the images in Text 3. (Text 3)

Write an article for a teenage magazine for or against the use of animals in sport.

An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a magazine – an 'easy read' or a publication containing more 'considered' material. The target audience is an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Candidates are free to make a persuasive case/ persuasive cases for their chosen point(s) of view etc.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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Marking Scheme

English - Ordinary Level - Paper 2

General.

“This paper will test students’ knowledge of and response to a range of texts” (DES English Syllabus, 7.4 p 20)

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 WUTHERING HEIGHTS - Emily Brontë

Answer **all** of the questions.

1. (a) Describe what happens when Mr Earnshaw brings Heathcliff home to Wuthering Heights. (10)

The task is one of recall.

- (i) *Immediately: Earnshaw reveals Heathcliff instead of presents: Catherine, Hindley and Nelly resent him etc.*
(ii) *Candidates may deal with some of the longer-term consequences of Heathcliff’s arrival etc.*

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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- (b) Do you think that Catherine Earnshaw was right to marry Edgar Linton? Explain your answer. (10)

Possible approaches: YES – better her social position: Edgar was gentle and kind etc. NO – Heathcliff is her true soul-mate – ‘I am Heathcliff’: she did not love Edgar etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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2. Do you like Nelly Dean? Explain your answer with reference to the text. (10)

Possible approaches: praise and/or criticism. YES – she is the chief narrator: she has strong feelings for the characters: she is a sensible compassionate woman etc. NO: she is gossipy: she interferes: she is an unreliable narrator etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

(i) Write a piece beginning with one of the following statements:

- I feel sorry for Heathcliff because ...
- I never really liked Heathcliff because ...

Your response should be based on your understanding of the novel.

Candidates will express and support their point(s) of view using their preferred opening phrase as above. Expect appropriate references to/quotations from the novel in support of the case being made.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

(ii) Choose the word you think best describes the atmosphere of this novel:

- mysterious
- chilling
- distressing
- shocking.

Explain your answer, based on your knowledge of the novel.

Candidates are free to choose from the list. The case being made will be supported by appropriate reference to/quotation from the novel etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

(iii) Write the letter Mr Lockwood might have written to a friend telling him about the frightening night he spent as Heathcliff's guest in Wuthering Heights.

The letter will be written from the point of view of Mr. Lockwood. Candidates will shape the writing as a letter with or without the usual rubrics. The language register may be familiar, personal or 'chatty'. Expect the material to be drawn from the text directly and/or from imaginative engagement etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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B DANCING AT LUGHNASA - Brian Friel

Answer **all** of the questions.

1. (a) From your reading of the play, why do you think Fr Jack was sent home from Africa? (10)

Officially sent home because of malaria...however he 'had gone native', conducting pagan rituals etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Which of the Mundy sisters do you find most interesting? Explain your answer. (10)

Candidates free to choose from – Agnes, Rose, Christina, Maggie and Kate – and make a case for choice as an interesting sister. Some comparison with one or more of the sisters may be a feature of the answer etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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2. Do you like Gerry Evans? Explain your answer with reference to the text. (10)

Possible approaches: praise and/or criticism. YES – he is entertaining – a breath of fresh air: he is very optimistic etc. NO: he abandons Chris and the boy: he doesn't keep his promise of a bicycle to the Boy (Michael): his 'escape' to Spain is foolish/idealistic: he is dishonest in that he has another family in Wales etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Write a piece about the play, *Dancing at Lughnasa*, beginning with one of the following statements:
- I enjoyed studying this play because ...
 - I did not enjoy studying this play because ...

Candidates will express and support their point of view using their preferred opening phrase as above. Expect appropriate references to/quotations from the play in support of the case being made.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (ii) Write the letter Chris Mundy might have written to Gerry Evans, beginning with the following statement:

Dear Gerry,

I'm writing to you to explain why I won't marry you.

Letter will be written from the point of view of Chris Mundy, beginning as instructed. The task of 'rejection' will guide the appropriate language register. Expect the material to be drawn from the text directly and/or from imaginative engagement etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) Imagine you are the Director of a school production of this play. Describe how you would like the stage-set to look.

Expect some treatment, as appropriate, of set features such as interiors/exterior, backdrops, curtains, flats at the sides of the stage, props and locations of props, colour schemes, lighting etc. Reasons may be offered in support of choices.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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C SIVE - John B. Keane

Answer **all** of the questions.

1. (a) Describe how Mena plans to arrange a match for Sive. (10)

Emphasises the material advantages: they will have the house to themselves: brings Sean Dota to the house: breaks Sive down by revealing her illegitimacy etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Do you think that Mike, Mena's husband, is a weak man? Explain your answer. (10)

Possible approaches: YES – he is easily manipulated: he doesn't protect Sive sufficiently etc. NO: he is concerned for Sive; wants to protect her - wary of Liam: hardworking etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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2. Do you like Sive's grandmother, Nanna Glavin? Explain your answer with reference to the text. (10)

Possible approaches: praise and/or criticism. YES – cares for Sive and her feelings: stands up to Mena and Thomasheen Rua: generous etc. NO: lack of

action partially responsible for Sive's death: cruel to Mena about her inability to have children etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Do you agree that Thomasheen Sean Rua is an absolute scoundrel? Support your answer with reference to the play.

Candidates will express and support their point of view. May include references to personal qualities, actions etc. praise and/or criticism of the character's qualities etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

- (ii) Write a piece beginning with one of the following statements:

- I feel sorry for Sive because ...
- I feel angry with Mena Glavin because ...

Candidates will express and support their point of view using their preferred opening phrase as above. Expect appropriate references to/quotations from the play in support of the case being made.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) What arguments would you use to persuade Mena that she should allow Sive to marry Liam Scuab? Support your answer with reference to the text.

Candidates will indicate the reasons which they deem to be 'persuasive'. The merits of the case being made will be revealed through the arguments used and the appropriate references called on for support etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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D LAMB - Bernard Mac Laverty

Answer **all** of the questions.

1. (a) Give a brief account of one issue raised by Br Benedict during his meeting with Br Sebastian at the beginning of the novel. (10)

Possible options: (i) trouble in six counties (ii) the political difficulties (iii) Br. Sebastian's father, the issue of the will and the order's need for money (iv) Br. Sebastian's announcement that he is thinking of leaving (v) the issue of Sebastian's favouritism of Owen Kane (vi) Sebastian's asking permission to leave to look after his father's estate etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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(b) Do you think Michael Lamb is a good man? Give a reason for your answer.

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism of the character's qualities.
(10)

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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2. Do you like Owen Kane? Explain your answer with reference to the text.

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism of the character's qualities.
(10)

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

(i) Although most of the novel is very sad, there are also happy or funny moments in it. Choose one such moment. Describe it and explain why you found it to be happy or funny.

Candidates will give a brief description of their chosen incident. They are free to argue about the extent to which they found the selected incident happy or funny. Expect a wide interpretation of happy or funny written from a personal point of view etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

(ii) Michael Lamb has been arrested for the murder of Owen Kane. 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 with or without the usual rubrics. Candidates must opt either to defend **or** prosecute: language register(s) as*

appropriate: formal, persuasive/urging, appealing to emotions/logic, citing events as evidence etc. Material from the text will support the case being made.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) Based on your knowledge of the text, suggest one thing that Michael Lamb could have done differently at any point during the novel that might have prevented the final tragedy.

Candidates are free to suggest any one thing which Michael Lamb could have done differently to prevent the final outcome. They will identify the moment/scene in the novel where their alternative might have been most effective. Expect candidates will make 'a case' for their views based on their understanding of the novel.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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E LIES OF SILENCE - Brian Moore

Answer **all** of the questions.

1. (a) Describe the reactions of Michael and Moira when the IRA men enter their home. (10)

Michael: ran to phone – feared for his life – protective of and protected Moira. Moira: brave and assertive – seemed to be in possession of herself – looked after her appearance – argued with the gunmen – her attempt to escape etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Michael telephones the emergency services with a warning about the bomb in the Clarence Hotel. Do you think he was right or wrong to do so? Give a reason for your answer. (10)

Possible approaches: RIGHT: potential killing of innocent people: sense of guilt etc. WRONG: putting Moira's life in danger: might get killed himself etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Do you like Andrea Baxter? Explain your answer with reference to the text. (10)

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism.

Combined Criteria ex 10	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Do you think that *Lies of Silence* is an exciting book to read?
In your answer you might consider some of the following:
the background to the story, particular moments or incidents, suspense,
tension, the conduct of particular characters, etc.

Candidates are free to make a case for their choice drawing on the prompts as appropriate. The case being made will be supported by appropriate reference to/quotation from the novel etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (ii) Moira Dillon is both an interesting and an independent character.
Do you agree with this statement? Support your answer with reference to
the text.

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism of the character's qualities.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) Based on your knowledge of the text, write an article for a newspaper in
which you report on the murder of Michael Dillon.

An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a newspaper – with its appropriate target audience (readership). Candidates are free to make a persuasive case for their chosen point of view or adopt a more critical/balanced stance etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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F PANTHER IN THE BASEMENT - Amos Oz

Answer **all** of the questions.

1. (a) Describe how Proffy and Sergeant Stephen Dunlop met for the first time.
(10)

Possible points: summer holidays – nightfall – Proffy searching for hiding places for FOD – curfew – running through back streets – policeman (Stephen Dunlop) shines torch in his eyes – offers to accompany him home etc. praise and/or criticism of the character's qualities.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Do you think that Sergeant Dunlop is a kind and gentle man?
Explain your answer. (10)

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism of the character's qualities.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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2. Do you like Proffy? Explain your answer with reference to the text. (10)

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism of the character's qualities.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Based on your reading of the novel, in what way does the British occupation of Palestine affect the lives of the people?

Possible approaches: imposition of curfews: raids on homes: constant surveillance: city under siege, attacks by both sides: imprisonments: atmosphere of fear etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (ii) Imagine that it is the summer of 1947 and you have been to stay with Proffy. Write a letter to a friend describing his home, the community in which he lived and what was happening there, the people you met, etc.

The material will be shaped as a letter with or without the usual rubrics. The prompts in the question will be included as appropriate. Language register may be informal etc. Expect references to the text in support etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) You are making a film of the novel *Panther in the Basement*. Choose a scene or moment that you consider interesting or exciting. Explain what sound effects, scenery, camera shots, music, etc. you would use to convey that interest or excitement to your audience.

Candidates will choose a scene/moment that is considered interesting or exciting from their perspective. They will explain their choices of sound effects, scenery,

camera shots, music, to be used in order to convey that interest or excitement to the audience.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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G KING LEAR - William Shakespeare

Answer **all** of the questions.

1. (a) How does Cordelia upset her father at the beginning of the play? (10)

Possible approaches: will not take part in the love test 'charade': will not 'heave her heart into her mouth': hurts Lear's pride in public: speaks truth to power: says half her love would be for her husband etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Do you think that King Lear was wise to banish Kent? Explain your answer. (10)

Candidates will make a case for their point of view. Possible approaches: YES: embarrasses him and challenges his authority in public – takes sides with Cordelia – Lear thinks he is a traitor – Lear is unused to criticism etc. NO: Kent has been a faithful courtier for many years: he loves Lear and is protective of him: he always has Lear's best interest at heart etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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2. Do you like Edmund? Explain your answer with reference to the text. (10)

Candidates will express and support their point of view. May include references to personal qualities, actions etc: praise and/or criticism of the character's qualities.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Based on your reading of the play, write a piece beginning with one of the following statements:
- this is a story about foolishness
 - this is a story about love.

Candidates will express and support their point of view using their preferred prompt as above. Expect appropriate references to/quotations from the play in support of the case being made.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

(ii) “Sisters! Sisters! Shame of ladies!”

This is Cordelia’s comment on her sisters, Goneril and Regan.

Describe the character and conduct of the two sisters.

Support your answer with reference to the play.

Goneril is married to the Duke of Albany: Regan to the Duke of Cornwall. Candidates may base their answer on their dealings with each other, their husbands, Lear, Gloucester, Edmund, Cordelia etc. Possible points: they are selfish and self-serving: they humiliate Lear after the Love Test – they cut down the number of Knights he can bring with him: they are power- hungry – they are in league with Edmund: Goneril prompts Cornwall to gouge out Gloucester’s eyes etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

(iii) Which of the characters would you like to play in your school’s production of *King Lear*? Give reasons for your choice. Support your answer with reference to the play.

Candidates will choose a character they would like to play and make a case drawing on elements of the play as appropriate for support. They may include references to the central role of their chosen character, why that character appeals to them, the costumes they would like to wear etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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H THE GRAPES OF WRATH - John Steinbeck

Answer **all** of the questions.

1. (a) Describe the occasion when Tom Joad, on his way home from McAlester Prison, meets Preacher Casy. (10)
Possible Points: stranger sitting beneath a tree singing a spiritual – shares a drink – discusses the past, love etc – accompany each other homeward etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Do you agree that the Joads were a happy family before their departure for California? Explain your answer. (10)

Possible approaches: YES: close family bond – ‘Grampa’ a focus of fun – content in their work together in harmony etc. NO: volatile characters – argumentative – different views about the journey etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Do you like Preacher Casy? Explain your answer with reference to the text. (10)

Candidates will express and support their point of view. May include references to personal qualities, actions: may praise and/or criticise character etc. Possible approaches: thoughtful character – non-judgmental – wishes to be of assistance to others, a bit of a ‘show-off’ – a loner – unable to console the dispossessed etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Based on your knowledge of the novel, write a piece beginning with one of the following statements:

- this is a book about injustice
- this is a book about hope.

Candidates will express and support their point of view using their preferred prompt as above. Expect appropriate references to/quotations from the novel in support of the case being made.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

- (ii) Imagine you are a member of the Joad family travelling to California. Create two diary entries in which you write about your experiences on the journey.

The diary is a personal/ private text: language registers may be less formal than in other texts with a more public readership. While the two entries will be based on the incidents from the journey, expect a more personal, imaginative/intervention style of the writing etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) Do you like the ending of this novel? Give reasons for your answer.

Candidates are free to argue the extent to which they liked / enjoyed / appreciated the ending of the novel. While dwelling on the ending itself, they may make some reference to what has led up to it. Possible approaches: the torrential rain, struggle of the Joads and others to stem the rising water, the sense of misery, the predicament, the resilience of the characters, the tender care for the dying etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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I THE BLACKWATER LIGHTSHIP - Colm Tóibín

Answer **all** the questions.

1. (a) Briefly describe the party in Helen's house at the beginning of the novel. (10)

Possible points: end of year celebration for the staff of Hugh's all-Irish school: tables and chairs set out in the garden: a music/song session is held etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) While walking on the beach, Paul tells Helen of his relationship with François. Write a brief account of that relationship as described by Paul. (10)

Possible points: met when they were teenagers on an exchange: friendship led to sexual awakening: stayed together with François' parents: five or six -year long relationship began while Paul was a student at Trinity: after the death of François' parents Paul comforted him through difficult time: eventually they married in secret. They are now only close friends as Paul is devoted to Declan etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Do you like Lily Breen? Explain your answer with reference to the text. (10)

Candidates will express and support their point of view. May include references to personal qualities, actions etc: may praise and/or criticise the character's qualities.

Combined Criteria ex 10	P + C = 6	L + M = 4
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3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Create two diary entries in which Declan writes about important moments in his life.

The diary is a personal/ private text: language registers may be less formal than in other texts with a more public readership. The entries will be written from Declan's point of view. While the two entries will be based on the incidents in his life, expect a

more personal, imaginative/intervention style of writing etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (ii) Do you agree that Helen O’Doherty is an unhappy character in this novel? Give reasons for your answer.

Candidates are free to argue the extent to which they agree that Helen is an unhappy character in the novel. Possible points: AGREE: full of doubts: frets over her relationships with her husband and sons: estranged from her mother etc.

DISAGREE: she is a competent career woman: she is eager to help Declan and get involved: she cares for her immediate family etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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OR

- (iii) “Dear Colm ...”

Write a letter to Colm Tóibín explaining why you did or did not enjoy his novel, *The Blackwater Lightship*.

Candidates will shape the writing as a letter with or without the usual rubrics. While expressing a personal point of view, expect a more formal language register. Expect reference to the text as support etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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SECTION II

THE COMPARATIVE STUDY (70 MARKS)

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).

Important Note

In answering questions on the Comparative Study, candidates are not permitted –

- (i) To re-use the Single text already answered on;
- Or
- (ii) To use a text not included on the prescribed list of texts for 2010 (see Circular 0008/2008)

In this section

- If an invalid text, as above, is used in a question that demands reference to one text only, no mark is awarded.
- If an invalid text, as above, is used in a question that demands reference to two texts (non Comparative), mark according to half the marks available e.g. in a question with an allocation of 30 marks, mark ex 15.
- If an invalid text, as above, is used as part of a two-part answer (Comparative), mark according to the Marking Scheme taking due account of the quality of the comparative element. Then deduct half of the marks awarded.

Please consult *immediately* with your Advising Examiner for any further clarifications required.

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, travel writing, and film. The questions use the word author to refer to novelists, playwrights, writers in all genres, and film directors.

A HERO/HEROINE/VILLAIN

*** Before beginning your answer to either of the two questions on HERO/HEROINE/VILLAIN, you should**

- name the texts studied for your comparative course
- name the hero/heroine/villain that you are going to discuss.

1. (a) Referring to **one** of the three texts you have studied in your comparative course, explain what made a central character (hero or heroine or villain) interesting for you. (30)

Candidates will explain how a central character was made interesting for them. They may include some reference to the character's qualities, actions and interactions with others: what makes him/her unique etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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- (b) Choose a hero or heroine or villain from a second text you have studied. Discuss the similarities and differences between this character and the one you wrote about in 1(a) above. (40)

*The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Use code **C** on the left-hand margin to indicate where similarities and/or differences are given.*

<i>Discrete Criteria ex 40</i>	P = 12	C = 12	L = 12	M = 4
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OR

2. (a) Imagine that a character from one of the three texts you have studied for your comparative course is invited to speak to your class. Write what this character might say, beginning: "I am the hero/heroine/villain in this text because ...". (30)

Candidates will explain, from the point of view of their chosen character, why they are the hero/heroine/villain in the chosen text. Expect (a) the writing to be shaped as a talk, with or without the usual rubrics and (b) some reference to qualities, actions and interactions with others: what makes them unique etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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- (b) Choose a different hero, heroine or villain from another text on your comparative course. Write about your **two** chosen characters, explaining the similarities and differences between them both. (40)

*The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Use code **C** on the left-hand margin to indicate where similarities and/or differences are given.*

<i>Discrete Criteria ex 40</i>	P = 12	C = 12	L = 12	M = 4
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B THEME

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

- name the texts studied for your comparative course
- name a theme that you are going to discuss.

1. (a) As part of your comparative course you have studied the **same theme** in three different texts. With reference to **one** of these texts, explain what you learned about this theme. Support your answer with reference to your chosen text. (30)

The candidates should explore/explain what they learned, in the widest sense, about a particular theme through the study of one text from their comparative course. Appropriate support will be offered. e.g. on the theme of love, candidates may have learned that many different types of love are possible, that love can change over time: that it can be tested, complex, unequal, supportive, exploitative etc.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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- (b) Do you think that studying the same theme in two or more texts helped you to get a better understanding of that theme? Explain your answer with reference to the texts you have studied. (40)

In explaining their answer, candidates should show / discuss / talk about how their experience of the same theme (similarities / differences) in more than one text may or may not have helped them to gain a better understanding of that theme. Use code C in the left-hand margin where the expression of that understanding is evident.

<i>Discrete Criteria ex 40</i>	P = 12	C = 12	L = 12	M = 4
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OR

2. (a) i) Choose a key moment in one of the texts you have studied in your comparative course and describe how it reveals a significant theme in this text. (15)

The key moment will be chosen to illustrate how a significant theme is brought very clearly to the fore. Expect description and commentary.

<i>Combined Criteria ex 15</i>	P + C = 9	L + M = 6
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- ii) Choose a key moment from a second text you have studied in your comparative course and describe how that key moment reveals the same theme in this text. (15)

The key moment will be chosen to illustrate how the same theme is brought very clearly to the fore. Expect description and commentary.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Compare the similarities and differences between the two key moments described above to show how looking at more than one text can help us to better understand a theme. (40)

By comparing the similarities and differences between the two key moments described in 2(a)(i) and (ii) above, the candidates will show/explain how looking at more than one text can help us better understand a theme. Use code C in the left-hand margin where the expression of that understanding is evident.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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SECTION III

POETRY (70 MARKS)

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 the following poem and the two questions about it at least twice before writing your answers

Nettles

My son aged three fell in the nettle bed.
‘Bed’ seemed a curious name for those green spears
It was no place for rest. With sobs and tears
That regiment of spite behind the shed:
The boy came seeking comfort and I saw
White blisters beaded on his tender skin.
We soothed him till his pain was not so raw.
At last he offered us a watery grin,
And then I took my hook and honed* the blade (*Honed = sharpened)
And went outside and slashed in fury with it
Till not a nettle in that fierce parade
Stood upright anymore. Next task: I lit
A funeral pyre* to burn the fallen dead. (*Funeral pyre = a fire to burn the dead)
But in two weeks the busy sun and rain
Had called up tall recruits behind the shed:
My son would often feel sharp wounds again.
Vernon Scannell

1. What impression of the nettles do you get from this poem?
Give a reason for your answer.

(10)

Based on their reading of the poem, candidates will approach the answer either from a literal or a metaphorical perspective, or use both approaches.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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2. What do you think the poet means by the last line of the poem? (10)

Based on their understanding of the poem, candidates will approach the answer either from a literal or a metaphorical perspective, or use both approaches.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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PRESCRIBED POETRY (50 marks)

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

A FOR HEIDI WITH BLUE HAIR

1. (a) From your reading of this poem do you think the father and daughter have a good relationship? Explain your answer. (10)

Candidates will make a statement about the relationship between the father and the daughter. They will support their answer with appropriate reference to the poem.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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- (b) Do you think this is a sad or funny poem or both? Explain your answer. (10)

Candidates are free to argue the extent to which they find the poem either funny or sad. They will support their answer with appropriate reference to the poem.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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- (c) Comment on the use of the underlined word in **one** of the following lines:
– *your mother's death ... shimmered behind the arguments*
– *the teachers twittered and gave in.* (10)

Candidates will discuss the effectiveness of the chosen underlined word in the context in which it is used.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) From your reading of the poem whose side do you think Fleur Adcock is on? Give reasons for your answer.

Candidates are free to argue the extent to which they believe the poet takes sides. They will support the case being made with appropriate reference to the poem.

Combined Criteria ex 20	P + C = 12	L + M = 8
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OR

- (ii) Imagine Heidi, now twenty years older, finds a photograph of herself as a teenager with blue hair. Write a piece beginning with one of the following statements:
- I can't believe I did such a thing.
 - I'm so glad I did that.

Expect that candidates will write from Heidi's point of view using one or the other prompts. Expect appropriate references to/quotations from the poem in support of the case being made.

Combined Criteria ex 20	P + C = 12	L + M = 8
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OR

- (iii) What is your view on the action taken by Heidi's friend in the last stanza of the poem? You might consider why she took this action, what effect her action might have had on Heidi, how the school might have reacted to this development, etc.

Candidates are free to argue the extent to which they approve and/or disapprove of the action taken by Heidi's friend. In their answer, they will deal with the prompts provided. They will support the case being made with appropriate reference to the poem.

Combined Criteria ex 20	P + C = 12	L + M = 8
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B MY FATHER PERCEIVED AS A VISION OF ST FRANCIS
for Brendan Kennelly

1. (a) What details in stanzas 1 and 2 (lines 1 – 14) of this poem create the sense of early morning in Finglas? Explain your answer. (10)

Candidates will choose appropriate details from the nominated stanzas. These details will support the case being made.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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- (b) What impression do we get of the poet's father in stanza 3 (lines 15-22)? Give a reason for your answer. (10)

Candidates will state their impression of the father using the details in stanza 3 to support the case being made.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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- (c) From your reading of the poem what do you think are the poet's feelings towards her father? Explain your answer. (10)

Candidates will make a statement about the feelings of the poet towards her father. They will support their answer with appropriate reference to the poem.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M= 4
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Imagine that Paula Meehan's father kept a diary. Write a diary entry in which he expresses his thoughts and feelings about feeding the birds at dawn.

The diary is a personal/ private text: language registers may be less formal than in other texts with a more public readership. While the entry will be based on the incident in the poem, expect a more personal, imaginative/intervention style of writing etc.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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OR

- (ii) You decide to create a short video to capture the atmosphere of this poem. Describe how you might use location, lighting, soundtrack, music, etc. to communicate this.

Candidates will identify the atmosphere they intend to capture. They will describe the use of location and how their choices of sound effects, lighting, music etc. are to be used in order to convey this atmosphere to the audience.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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OR

- (iii) "This poem celebrates the simple things in life." Do you agree? Write a short piece explaining your point of view with reference to the poem.

Candidates are free to argue the extent to which the poem celebrates the 'simple things in life'. They will support the case being made with appropriate reference to the poem.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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C AUNT HELEN

1. (a) From your reading of the poem, describe the sort of lifestyle you think Miss Helen Slingsby had. (10)

Opulent – 'small' house with four servants! – close to fashionable district – dogs pampered by provision in will – has valuable objects e.g. Dresden Clock etc

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Of the three phrases below choose the one which, in your opinion, best describes the poet's reaction to his aunt's death:

- he is upset
- he doesn't care
- he is disappointed

Explain your choice. (10)

Candidates free to choose the phrase that appeals to them and make a case for their choice. May concentrate on one emotion or may opt for conflicting emotions etc. Focus must be on exploring the poet's reaction.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (c) Do you think this poem is serious or humorous or both? Explain your answer with reference to the poem. (10)

Candidates free to choose the quality that appeals to them and make a case for their choice. May concentrate on one quality or may opt to evaluate the presence of 'traces' of both. The case will be supported by appropriate reference/quotation from the poem.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Imagine you are the footman in this poem. Write a letter to your friend in which you record your thoughts about having worked for Miss Slingsby and how you feel about her death.

The writing will be shaped as a letter with or without the usual rubrics. It will be written from the point of view of the footman. The language register will be familiar as the reader is a friend. Expect many approaches and comments based directly on the material or an imaginative engagement with the poem etc.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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OR

- (ii) Choose **two** words or phrases from the poem which you found especially appealing and explain why you found them to be so.

Candidates free to choose the phrases which appeal to them especially and make a case for their choice. The case will be supported by appropriate explanations.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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OR

- (iii) Having studied this poem your class has decided to make a video version for YouTube.

Describe what your finished video would be like.

YouTube videos can include – actions, settings, sound effects, characters, voice-over, different camera angles, music, still photographs, various image distortion /enhancing techniques, fading, zooming in/out etc. Candidates will include those techniques, as appropriate, in order to convey their creation to the viewer.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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D THE WILD SWANS AT COOLE

1. (a) According to Yeats, what qualities do the swans at Coole Park possess? Explain your answer. (10)

Candidates will note the swans' qualities as identified by Yeats. They may offer some commentary on these qualities etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Which is your favourite stanza in this poem? Explain why you like it. (10)

Candidates are free to choose their favourite stanza. They will explain why it appeals to them. The case will be supported by appropriate references to the poem.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) This poem presents many pictures (images) to the reader. Choose two which appeal to you and explain why you find them appealing. [You may not choose images from the same stanza that you wrote about in 1(b) above] (10)

Taking note of the restrictions, candidates are free to choose their two favourite images. They will explain their appeal.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Based on this poem write an article for a travel magazine in which you encourage tourists to visit Coole Park.

An article can be discursive / anecdotal / an opinion piece / a 'colour' piece etc. Expect the writing to be shaped as a promotional/ persuasive piece with specific reference to the attractions of Coole Park. The intention is to persuade readers to visit the location.

Combined Criteria ex 20	P + C = 12	L + M = 8
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OR

- (ii) *I have looked upon those brilliant creatures,
And now my heart is sore.*

From your reading of the poem explain why the poet feels like this.

Based on their understanding of the poem candidates will explain the mood of the poet, his memories, the setting, the disappointments in his own life, the contrast between the permanence of the swans and the passage of his own life etc. They will support their case with some reference(s) to the poem.

Combined Criteria ex 20	P + C = 12	L + M = 8
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OR

- (i) There are two other poems by W.B. Yeats on your course, *The Lake Isle of Innisfree* and *An Irish Airman Foresees his Death*. Which of these two poems appeals to you more? Give reasons for your answer.

*Candidates are free to argue the extent to which one poem appeals to them. They may choose to concentrate on one poem only **or** they may approach the task by discussing both poems. They will support the case being made with appropriate reference to the poem(s).*

Combined Criteria ex 20	P + C = 12	L + M = 8
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APPENDIX 1

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT

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

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

Discrete Criteria		85-100	70-84	55-69	40-54	25-39	10-24	0-9
		100	A	B	C	D	E	F
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/N/G
20	<i>Purpose & Coherence 60% (12)</i>						
	<i>Language & Mechanics 40% (8)</i>	17 - 20	14 - 16	11 - 13	8 - 10	5 - 7	0 - 4
15	<i>Purpose & Coherence 60% (9)</i>						
	<i>Language & Mechanics 40% (6)</i>	13 - 15	11 - 12	8 - 10	6 - 7	3 - 5	0 - 2
10	<i>Purpose & Coherence 60% (6)</i>						
	<i>Language & Mechanics 40% (4)</i>	8 - 10	7 - 8	5 - 6	4 - 5	2 - 3	1

A = 340 - 400
D = 160 - 219

B = 280 - 339
E = 100 - 159

C = 220 - 279
F = 40 - 99

N/G = 0 - 39

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.

