



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2011**

**MARKING SCHEME**

**ENGLISH**

**ORDINARY LEVEL**



## LEAVING CERTIFICATE ENGLISH 2011 – 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 2011 is set out in the appropriate DES Circular 0003/2009

### 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.**

# SECTION I

## COMPREHENDING (100 marks)

### TEXT I

#### OUT OF THIS WORLD

**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) What impression of Buzz Aldrin do you form from reading this text? Support your answer with reference to the text.

*Possible impressions: brave, calm, unfazed by the enormity of the experience; shows human emotion, fearless/fearful; is observant – provides accurate descriptions etc.*

(15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) From what you have read in the above passage, explain why you would or would not like to have joined Buzz Aldrin on his way to the moon. Give reasons for your answer.

(15)

*Possible approaches: Would like to – It would be an adventure; chance for fame, maybe money; be a part of history etc.*

*Would not like to – too dangerous, what happened to Apollo; fearful, claustrophobic etc.*

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Suggest three words or phrases, of your own or from the passage, that you think capture the atmosphere before the launch of the Apollo 11 rocket. Explain your choices.

*Possible approaches: Tense, exciting; a bit sad – under the shadow of the previous disaster; spirit-raising, scary, patriotic, celebratory ‘good feel’ etc.*

- (b) Describe an image (photo, painting, drawing, etc.) that could be used to illustrate this extract, which would capture the atmosphere you described in (a) above. (20)

*Candidates are free to choose any relevant visual image that captures and conveys the atmosphere nominated in part (a). Expect clear and apt descriptions.*

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

Imagine NASA (The National Aeronautics and Space Administration) has advertised looking for a young person to be part of their next moon mission. Write a **letter of application** emphasising your suitability for a position on the team.

*Candidates will shape the writing as a letter with or without the usual rubrics. The language register will be formal. Expect some reference to personal qualities (e.g. courage, stamina); reference to relevant skills, training or experience etc to emphasise suitability. Candidates may express personal interest in the project, admiration for the programme etc. Candidates are free to draw on material in Text 1.*

(50)

<i>Discrete Criteria ex 50</i>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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## TEXT 2

### DISCOVERING INDIA ON A BICYCLE!

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

#### Question A

- (i) What impression of Dervla Murphy do you form from reading this text? Support your answer with reference to the text. (15)

*Possible approaches: Brave, tough, a risk-taker; sense of humour, tolerant, physically fit, observant, good traveller, commonsensical, humorous etc.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) From what you have read in the above passage, explain why you would or would not like to have joined Dervla Murphy on her adventure in Afghanistan. Give reasons for your answer. (15)

*Possible approaches: Would like to – exciting, adventurous, challenging, new experiences, Dervla Murphy a good companion etc.*

*Would not like to – dangerous, testing weather conditions, overcrowded and poor public transport, a life style without familiar luxuries, different culture, demands great physical efforts etc.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) What sort of atmosphere does the writer describe aboard the bus, in the above passage?

*Possible approaches: Frightening, threatening, dangerous, wild, lawless, intimidating etc.*

- (b) Describe an image (photo, painting, drawing, etc.) that could be used to illustrate this extract, which would capture the atmosphere you described in (a) above. (20)

*Candidates are free to choose any relevant visual image that captures and conveys the atmosphere nominated in part (a). Expect clear and apt descriptions.*

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

Write **the talk** you would give to a group of students from different countries visiting your school, in which you explain to them what it is like to live in Ireland today.

(50)

*Expect the writing to be shaped as a talk with or without the usual rubrics.*

*Language registers will recognise the target audience. Approach can be positive, critical or a combination of both. In the case of peers, for example, the register may appear more relaxed than might be expected in other more formal contexts etc.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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## TEXT 3

### THE CONTINUING VOYAGES ...

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

**Questions A and B carry 50 marks each.**

#### Question A

- (i) From your reading of paragraphs 1, 3 and 4 of this text, how has America changed since 1966? Support your answer with reference to the text.

*Possible approaches: technological changes; influence of Martin Luther King on progress in civil rights and equality; influence of scientific advancement on everyday aspects of life etc.*

(15)

<i>Combined Criteria ex 15</i>	P + C = 9	L + M = 6
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- (ii) From what you have read in the above passage, explain why you would or would not like to have lived in America in 1966? Give reasons for your answer.

(15)

*Possible approaches: Would like to: life was simpler, less complicated, you'd get to witness these changes/events/people as they occurred, fascinating times etc. Would not like to: Candidates might refer to technological, scientific or medical backwardness, racial inequality; could be boring for young people; communications would be difficult, life/work would be harder, etc.*

<i>Combined Criteria ex 15</i>	P + C = 9	L + M = 6
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- (iii) (a) Based on Palmieri's writing above, would you agree that *Star Trek* had a mainly positive effect on American life? Explain your answer.

*Possible approaches: Agree: technical/medical/scientific advances; visionary – “a different way of being human”, expanding human horizons etc. Disagree: could be overly consumerist, technology may encourage intellectual and/or physical laziness etc.*

- (b) Describe an image (photo, painting, drawing, etc.) that could be used to illustrate this extract, which would capture the effect that the *Star Trek* series had on American life. (20)

*Candidates are free to choose any relevant visual image that captures the effect that Star Trek had on American society. Expect clear and apt descriptions.*

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

### **Holiday of a lifetime**

Imagine you have been selected as a space-ship crew member. There is limited living space aboard the space-ship. Therefore, you must carefully choose the things you would take on your voyage into space. **Write a list** of up to five things you would choose to take with you. Explain and justify your choices.

(50)

*Candidates will present their list of up to five things and offer a rationale for their choices. The list may appear at the head of the piece or may be integrated into the response. Expect a great variety of things to be chosen etc.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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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. ‘Everyone knew that something big was about to happen...’ (Text 1)

**Write a series of diary entries (two or more) leading up to a big event in your own life, or in your school, or in your local area.**

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

<i>Discrete Criteria ex 100</i>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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2. ‘I recalled just how wonderful my life had been to get me to this point.’(Text 1)

**Write about a time in your life when you achieved something that really mattered to you.**

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

<i>Discrete Criteria ex 100</i>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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3. ‘...I was completely ignored ...’ (Text 2)

**Write a personal account of an occasion when you felt you were being ignored.**

*A variety of approaches to framing the account is envisaged. Expect that the account will be from the perspective of the engaged ‘I’ and that the register will be personal.*

<i>Discrete Criteria ex 100</i>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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4. ‘...it was all so beautiful that I forgot to be afraid.’ (Text 2)

**Write about a time in your life when someone or something inspired you.**

*A variety of approaches to framing the account is envisaged. Expect that the account will be from the perspective of the engaged 'I' and that the register will be personal.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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5. '...the first episode of a new television series ...' (Text 3)

**Write an article for your school magazine about television programmes or television series that you would or would not recommend.**

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. The target audience is primarily an audience of peers: register(s) employed may be a little more relaxed than might be expected in other more formal settings. An awareness of other audiences (parents/wider community etc.) may also be reflected in the register. Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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6. '...in the future, life would be different.' (Text 3)

**Write a short story set in the future.**

*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. Expect that candidates will respond to the invitation in a great variety of ways. Writing will be inspired by the above phrase.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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7. '...a new vision that as human beings we could do better.' (Text 3)

**Write a talk you would give at your school graduation ceremony encouraging your classmates to play their full part as citizens of Ireland and the world.**

*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 will persuade/encourage peers to be good citizens of both Ireland and the world but not necessarily in equal measure.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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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 – D).

#### A CIRCLE OF FRIENDS - Maeve Binchy

Answer **all** of the questions.

1. (a) What circumstances caused Eve Malone to go to live in the convent with Mother Francis? (10)

*Possible approaches: Eve’s mother’s family, the Westwards (Protestants) disown Sarah (Eve’s mother) for marrying Jack Malone, a poor Catholic; Sarah died in childbirth and later Jack committed suicide; the Westwards would have nothing to do with Eve, so the nuns took her into the convent, since her father had been handyman there etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Do you think Eve Malone is a good friend to Benny? Give one reason for your answer. (10)

*Possible approaches: she defends Benny, who, as a young girl was plump; she encourages Benny to be more outgoing and to dress in a more modern way; she consoles Benny when her love-life hits the rocks etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of Sean Walsh? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

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

- (i) ‘Benny is a very sensible girl.’

Write a piece, based on this statement. You might refer to her decisions, her actions and her relationships with others, etc. in the course of the novel.

*Candidates will express and support their point of view. Expect references to decisions, actions etc. (as outlined in question) to support case being made.*

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

- (ii) Write an article about Maeve Binchy’s *Circle of Friends* for your school magazine in which you consider whether the novel is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be a little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) The novel is set in two places, Knockglen and Dublin. Which of the two places made the greater impression on you?  
Give reasons for your choice based on your knowledge of the novel.

*Candidates will discuss the merits of both locations and decide which made the greater impression on them. Relevant reference to the texts will support the case being made etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## B WUTHERING HEIGHTS - Emily Brontë

Answer **all** of the questions.

1. (a) What reasons for marrying Edgar Linton does Catherine Earnshaw give to Nelly Dean? (10)

*Possible approaches: he is 'handsome' and pleasant to be with; his status and wealth both appeal to her; he is in love with her. In contrast, marriage to Heathcliff would leave her in poverty and degradation etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Do you think that Catherine should have married Heathcliff? Give one reason for your answer. (10)

*Possible approaches: Yes: she identifies herself absolutely with him. 'I cannot live without my life, without my soul' etc.*

*No: Heathcliff is barbaric etc. Edgar is gentle, loving and civilized etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of Isabella Linton? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of her role in the text etc.*

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

- (i) 'Heathcliff is a very interesting man.'

Write a piece, based on this statement. You might refer to Heathcliff's character, his actions, his relationships and the attitude of other people towards him, etc.

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

*Candidates will express and support their point of view. Expect references to character, actions etc. (as outlined in the question) to support case being made.*

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

- (ii) Write an article about Emily Brontë's *Wuthering Heights* for your school magazine in which you consider whether the novel is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) The novel is set in two places, Wuthering Heights and Thrushcross Grange. Which of the two places made the greater impression on you?  
Give reasons for your choice based on your knowledge of the novel.

*Candidates will discuss the merits of both locations and decide which made the greater impression on them. Relevant reference to the text will support the case being made etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**C A DOLL'S HOUSE - Henrik Ibsen**

Answer **all** of the questions.

1. (a) Briefly describe Nora and Helmer's differing attitudes towards money at the beginning of the play. (10)

*Possible approaches: Nora does not worry about money. She is willing to spend and go into debt, since Helmer is about to be promoted. Helmer, a banker, is cautious about indebtedness and accuses Nora of being a spendthrift etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Soon after Nora and Helmer's marriage, Helmer became very ill. Do you think Nora was right to raise the money in the way she did, in order to save her sick husband? Explain your answer. (10)

*Possible approaches: There may be some discussion of background.  
Yes: she was right to save her husband even if she broke the law. It shows resourcefulness, courage, loyalty and a remarkable degree of deviousness on her part etc.  
No: she was wrong to do so. She knew she was acting illegally, she concealed the business from her husband and she endangered his reputation and career etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of Dr Rank? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

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

- (i) ‘As the play progresses, Nora learns a lot about herself.’  
Do you agree with this statement? Give reasons for your answer based on your knowledge of the play.

*Candidates will reply to the extent to which they either agree or disagree with the statement. They may trace the gradual development of Nora’s self-awareness throughout the play. Relevant reference to the play will support the case being made etc.*

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

- (ii) Write an article about Henrik Ibsen’s *A Doll’s House* for your school magazine in which you consider whether the play is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) Write the letter Nora might send to Helmer, explaining why she has left him. The ideas you use should be based on the events of the play.

*The letter will be written from Nora’s point of view. Candidates will shape the writing as a letter with or without the usual rubrics. The appropriate language register may be familiar, formal, personal, cold/chatty etc. Expect reference material to be drawn directly from the text etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**D HOW MANY MILES TO BABYLON? - Jennifer Johnston**

Answer **all** of the questions.

1. (a) Describe an occasion, in the early part of the novel, which reveals the close friendship between Alec and Jerry. (10)

*Possible approaches: focus on early part of novel: the swim in the lake: the mock fight: the secret riding school: their plans for the future: the dance at the crossroads and drinking alcohol etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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- (b) Do you think that the relationship between Alec and his mother was good or bad? Give one reason for your answer. (10)

*Possible approaches: Examples are negative in the main: she is domineering; tries to prevent his friendship with Jerry and his father; she uses him as pawn in the battle with her husband; she forces him to join the army etc. Candidates offering a less than negative assessment will be marked on the merit of the case made etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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2. What is your opinion of Frederick Moore, Alec's father? Explain your answer.

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

(10)

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

- (i) 'During the course of the novel Alec learns many bitter lessons: about people, social position, duty, friendship, etc.'  
Do you agree with this statement? Give reasons for your answer based on your reading of the novel.

*Candidates will approach their work keeping the given range of prompts in mind while, at the same time, dealing with others drawn from their own experience of studying the novel. Responses will deal with the extent to which they agree and/or disagree with the statement. Relevant reference to the novel will support the case being made etc.*



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

- (ii) Write an article about Jennifer Johnston's *How Many Miles to Babylon?* for your school magazine in which you consider whether the novel is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case their chosen point(s) of view etc.*

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

- (iii) Imagine you are Jerry and you have been condemned to death. Write a final letter to be sent to your mother.

You might write about your experiences in France, memories of your youth in Ireland, your friendship with Alec, your search for your father, your regrets, etc.

*The letter will be written from Jerry's point of view. Candidates will shape the writing as a letter with or without the usual rubrics. The appropriate language register may be familiar, formal, personal, cold/chatty etc. Expect reference material to be drawn directly from the text etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**E THE SECRET LIFE OF BEES - Sue Monk Kidd**

Answer **all** of the questions.

1. (a) Describe what happens between the white men and Rosaleen when she goes to register to vote in Sylvan. (10)

*Possible approaches: three men shout abuse at her. She spits a mouthful of snuff and spittle on their shoes. She is beaten and arrested. Lily rescues her and they head out of town etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Who is your favourite Boatwright sister: May or June or August? Give one reason for your answer. (10)

*Candidates may choose any one of the three: May is very emotional; June initially doesn't like Lily because she's white; August is practical and looks*

after the affairs of the house etc. Appropriate reference to the novel will support the case being made.

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of T. Ray, Lily's father? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

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

- (i) 'Lily is a very complicated character.'  
What aspects of Lily's character do you like and what aspects do you dislike? Give reasons for your answer, based on your reading of the novel.

*Candidates will express and support their point of view/evaluation of Lily's character. Expect references to selected aspects of character to support case being made etc.*

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

- (ii) Write an article about Sue Monk Kidd's *The Secret life of Bees* for your school magazine in which you consider whether the novel is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) Write two diary entries Lily might write, one when living with her father, T. Ray, and one when she is with the Boatwright sisters.

*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 reflect*

*incidents, thoughts and emotions etc. appropriate to the two situations. Expect a personal, imaginative style of the writing etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**F A WHISTLE IN THE DARK - Tom Murphy**

Answer **all** of the questions.

1. (a) Describe the humorous search that Harry engages in at the beginning of the play. (10)

*Possible approaches: he is searching for fresh socks and addresses them as though they were cats; he smells the socks, finds them dirty and throws them at Mush, who throws them at Hugo, who throws a cup at him which smashes against the wall etc.*

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

*Possible approaches: Yes: she tolerates his awful family; she keeps silent to prevent conflict; she encourages him to stand up for himself; she treats Dada diplomatically to protect Michael; at the end, she tries to bring him with her but fails etc.*

*No; she should not have tolerated his disruptive family in the house; she actually encourages him at one stage to fight; she is not assertive enough etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of Dada? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

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

- (i) ‘During the course of the play, Michael tries and fails to break with his past.’ Do you agree with this statement?  
In your answer you might consider his attitude to violence, his family, his marriage, his values, etc. Support the points you make with reference to the play.

*Candidates will approach their work keeping the given range of prompts in mind while, at the same time, dealing with others drawn from their own*

*experience of studying the novel. Responses will deal with the extent to which they agree and/or disagree with the statement. Relevant reference to the novel will support the case being made etc.*

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

- (ii) Write an article about Tom Murphy's *A Whistle in the Dark* for your school magazine in which you consider whether the play is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) 'This play is too violent to be suitable for Leaving Certificate students.' Based on your knowledge of the play, write a piece supporting or opposing this viewpoint.

*Candidates will base their responses on their knowledge and understanding of the play. Writing will reveal the extent to which they agree and/or disagree with the statement. Expect that the candidates will ultimately make a decision for or against the thrust of the statement etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## **G THE PLOUGH AND THE STARS - Sean O'Casey**

Answer **all** of the questions.

1. (a) Describe what happens in Act I when Nora and Jack are alone after Peter and The Covey have gone out for the evening. (10)

*Possible approaches: Nora tries on the hat that Jack had brought her, but he isn't interested; they recall their romantic walks; Jack sings a romantic song at her request and tells her he is finished with the Citizen Army etc. This mostly harmonious interlude ends with the arrival of Capt. Brennan.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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- (b) Do you think that Jack was right to leave Nora and join Captain Brennan at the end of Act 1? Give one reason for your answer. (10)

*Possible approaches: Yes; he has been deceived by Nora, who burned the letter which indicated his promotion. Patriotism is a noble, idealistic motivator. General Connolly has promoted him, thus trusting him and valuing his abilities – he is needed etc.*

*No; Nora is deeply in love with him; she has no time for the Citizen Army; Nora was pregnant, so he should have put family before country; his vanity, now that he has been promoted, causes him to leave her etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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2. What is your opinion of Uncle Peter? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

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

- (i) Who is your favourite female character in this play? Give reasons for your answer based on your knowledge of the play.

*Candidates free to choose from Nora, Bessie Burgess, Mrs Gogan, Mollser and Rosie and make a case for their choice as the favourite female character. Some comparison with one or more of the other characters may be a feature of the answer etc.*

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

- (ii) Write an article about Sean O’Casey’s *The Plough and the Stars* for your school magazine in which you consider whether the play is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) Imagine you are a newspaper reporter.  
Write a piece in which you describe the shooting and looting taking place in Dublin during the Easter Rising. Your response should be based on information drawn from the play.

*A report can include facts, examples, descriptions, opinions, etc. The nominated genre is a newspaper with its own appropriate register and readership (audience). Candidates are free to make a persuasive case for their point of view or adopt a more critical/balanced stance etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**H HAMLET - William Shakespeare**

Answer **all** of the questions.

1. (a) Why does Claudius send Hamlet to England? Explain your answer. (10)

*Possible approaches: by Act 3, Hamlet is acting and speaking in strange ways; he poses a threat to Claudius himself and to others; after 'The Murder of Gonzago', he probably is aware that Hamlet knows of his crime and is likely to seek revenge; he brings Polonius into his plan: the latter agrees, but Claudius's private plan goes further; he intends to have Hamlet put to death, far away from Denmark etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Do you think Laertes deserves to be killed by Hamlet at the end of the play?  
Give one reason for your answer. (10)

*Possible approaches: Yes; he is willing, on Claudius's suggestion, to use an 'unbated foil' in the fencing match with Hamlet; on his own initiative, he poisons the tip – a sign of his lack of honour; he is willing to dare damnation in the pursuance of revenge etc.*

*No; he felt duty bound to avenge Polonius's murder and Ophelia's suicide; he was manipulated by Claudius and is morally disturbed by what he is about to do etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of Horatio? Explain your answer. (10)

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of his role in the text etc.*

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

- (i) Relationships between parents and their children are at the centre of this play. Write a piece about **one** of the following relationships:
- the relationship between Gertrude and Hamlet
  - the relationship between Polonius and Ophelia.

*In relation to one of the above options, candidates will demonstrate their knowledge and understanding of the relationship. Relevant reference to the text will support the case being made etc.*

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

- (ii) Write an article about Shakespeare's *Hamlet* for your school magazine in which you consider whether the play is relevant to young people today.

*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) Which character would you most like to play in your school's production of *Hamlet*? Give reasons for your answer based on your knowledge of the play.

*Candidates will choose a character they most 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.*

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

Answer **all** the questions.

1. (a) Why was Tom Joad sentenced to seven years in McAlester Prison? (10)

*Possible approaches: he has been in prison for manslaughter; at an event, he was attacked by another man, and in his defence killed him; he was sentenced to seven years, but got out in four, due to good behaviour etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Why did Uncle John become such a silent and unhappy character?  
Give one reason for your answer. (10)

*Possible approaches: he carried the responsibility for the death of his young wife in her first pregnancy; although she was in much pain, he refused to call a doctor, arguing that she only had a stomach cramp from eating too much; next day she was in agony, and died of a burst appendix; John had to live with the burden of his guilt for the rest of his life etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. What is your opinion of Connie, Rose of Sharon's husband? Explain your answer.

*Candidates will express and support their point of view. May include references to: personal qualities, actions (open to praise and/or criticism) and some consideration of her role in the text etc.* (10)

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

- (i) 'In the course of the novel Ma becomes the real leader of the Joad family.'  
Write a piece in which you agree or disagree with this statement.  
Support the points you make with evidence from the novel.

*Responses will deal with the extent to which they agree and/or disagree with the statement. Relevant reference to the novel will support the case being made etc.*

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

- (ii) Write an article about John Steinbeck's *The Grapes of Wrath* for your school magazine in which you consider whether the novel is relevant to young people today.



*An article can be discursive / anecdotal / based on personal experience etc. The nominated format is a school magazine. Target audience is primarily an audience of peers: register(s) employed may be little more relaxed than might be expected in other more formal settings. Chosen registers may also reflect an awareness of other audiences (parents/wider community etc.). Expect that candidates will make a persuasive case for their chosen point(s) of view etc.*

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

- (iii) Imagine you are a Californian police officer. Write a report on the recently arrived migrants for your commanding officer. Your report should be drawn from your reading of the novel. In your report you might include some of the following: the appearance of the migrants, their trucks and possessions, their behaviour, why they have travelled to California, where they have settled and how they are supporting themselves, etc.

*Candidates will create a report based on a range of prompts given in the question. They may also include issues drawn from their own study and understanding of the text etc. The target readership is higher-ranking officer and the language register used will reflect this.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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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 2011 (see Circular 0003/2009)

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.

## A SOCIAL SETTING

1. ‘Social setting has many aspects including the roles of men and women, race, religion, social class, etc.’
- (a) Write about the aspect of social setting that you found most interesting in **one** of the three texts that you have studied as part of your comparative course. Explain why you found it to be so. (30)

*Candidates will approach the task keeping the given range of prompts in mind. They may also present other aspects of social setting drawn from their own experience of studying the text. Responses will deal with the extent to which they find their chosen aspect of social setting most interesting. Relevant reference to one text will support the case being made etc.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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- (b) With reference to **at least one other text** that you have studied on your comparative course, compare and contrast the same aspect of social setting that you dealt with in 1.(a) above. Remember to refer to both texts in the course of your answer. (40)

*Candidates will compare the aspect of social setting already discussed in (a) with the same aspect of the social setting from at least one other text from the comparative course. Expect that the candidate will clearly draw some important distinctions between the aspect of social setting as it appears in both texts and offer some supporting commentary etc. Use code C in right hand margin to indicate the presence of appropriate comparative point(s) in the answer.*

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

2. ‘Social setting affects the behaviour of characters in texts.’

- (a) (i) Using a key moment, show how a character was affected by his or her social setting in **one** of the three texts you have studied on your comparative course. (15)

*Candidates will use a key moment from one of the texts studied on the comparative course to show the extent to which a character was affected by his or her social setting.*

<i>Combined Criteria ex 15</i>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Using a key moment from another text you have studied on your comparative course, show how a character from this text was affected by his or her social setting. (15)

*Candidates will use a key moment from another of the texts studied on the comparative course to show the extent to which a character from this text was affected by his or her social setting.*

<i>Combined Criteria ex 15</i>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Compare and contrast the two social settings you have written about above. Remember to refer to both social settings in the course of your answer. (40)

*N.B. The comparison and or contrast required here is between the two social settings already referred to in 2(a) (i) and (ii) above. Use code C in right hand margin to indicate the presence of appropriate comparative point(s) in the answer.*

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

1. 'A reader's interest is often captured by a difficult relationship in a text.'

- (a) Write about a difficult relationship in **one** of the three texts you have studied for your comparative course. Explain why this difficult relationship captured your interest. (30)

*Candidates will outline a difficult relationship from one of their three chosen texts explaining why – how – this relationship captured their interest.*

<i>Discrete Criteria ex 30</i>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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- (b) Write about a relationship from another text on your comparative course. Was this relationship, in your opinion, more **or** less difficult than the one you described in 1.(a) above? Explain your answer. Remember to refer to both relationships in the course of your answer. (40)

*Candidates will outline a difficult relationship from another one of their comparative texts. Candidates will compare and contrast the degrees of difficulty experienced in the relationships relative to one another. Use code C in right hand margin to indicate the presence of appropriate comparative point(s) in the answer.*

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

2. (a) (i) Use a key moment to illustrate a significant change that occurs in an important relationship in **one** of the three texts that you studied for your comparative course. (15)

*Candidates will use a key moment from one of the texts studied on the comparative course to show a significant change in an important relationship.*

<i>Combined Criteria ex 15</i>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) From a different text that you studied for your comparative course, use a key moment to illustrate a significant change that occurs in an important relationship in that text. (15)

*Candidates will use a key moment from another of the texts studied on the comparative course to show a significant change in an important relationship in that text.*

<i>Combined Criteria ex 15</i>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Compare and contrast the two changed relationships that you have written about above.  
Remember to refer to both relationships in the course of your answer. (40)

*Candidates will compare and contrast the relationships having been changed as a result of the events of the key moments already described. Use code **C** in right hand margin to indicate the presence of appropriate comparative point(s) in the answer.*

<i>Discrete Criteria ex 40</i>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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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 questions on it at least twice before writing your answers.*

- Select a line or phrase from this poem that you find appealing. Explain why you found it to be so. (10)

*Candidates will select a line or phrase which appeals to them. They will explain their point of view.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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**OR**

2. Look at the picture that accompanies this poem. Do you think it is a suitable picture to illustrate this poem? Explain your answer. (10)

*Candidates will explain the extent to which they think that the picture is a suitable illustration.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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**OR**

3. In your opinion, is this mainly a happy poem or mainly a sad poem? Explain your answer by reference to the poem. (10)

*Candidates will express and support their point of view in relation to the question. Expect appropriate references to/quotations from the poem in support of the case being made etc.*

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

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

**A Lines 17 -52 from A CHRISTMAS CHILDHOOD**

1. (a) From your reading of this poem, which one of Kavanagh's memories did you find most striking? Explain your answer with reference to the poem. (10)

*Candidates will select as 'most striking' one memory from among those presented. They will make a case for their choice by drawing appropriately on the poem for support.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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- (b) In your opinion, what word or phrase best captures the atmosphere of wonder in this poem? Explain your choice. (10)

*Candidates will select as 'best capturing the atmosphere of wonder' one word or phrase from the poem. They will make a case for their choice by drawing appropriately on the poem for support.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M= 4</b>
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- (c) From the phrases below, choose the one which, in your opinion, best describes this poem;  
- It is a joyful poem

- It is a personal poem
  - It is a poem of nostalgia (remembrance)
- Explain your answer with reference to the poem.

(10)

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

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

- (i) Did the language used by the poet in this poem appeal to you? Explain your answer with reference to the poem.

*Candidates will express the extent to which the language appeals to them. They will support their point of view by drawing on appropriate references to/quotations from the poem in support of the case being made etc.*

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

- (ii) Would you include this poem in a collection of poetry for young people? Give reasons for your answer based on your reading of the poem.

*Based on their understanding of the poem, candidates will make a case for or against its inclusion in the anthology.*

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

- (iii) Kavanagh remembers childhood as a time of wonder in this poem. Write a piece in which you recall some of your own wonder-filled memories of childhood.

*Candidates will respond recognising the extent to which they may or may not have wonder-filled memories of childhood including Christmas. They will support the case being made with appropriate illustration from their own experience etc.*

<i>Combined Criteria ex 20</i>	<b>P + C = 12</b>	<b>L + M = 8</b>
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## B ALL DAY LONG

1. (a) What relationship between pupils and teachers is conveyed in this poem?  
Explain your answer with reference to the poem. (10)

*Based on their understanding of the poem, candidates will explain the relationship between pupils and teachers. They will support the case being made with appropriate reference to the poem etc.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) What do you think the poet means when he says:  
*You never know  
When some disappear...*

Explain your answer.

(10)

*Candidates will reveal their understanding of the lines. Expect an explanation.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) From the phrases below, choose the one which, in your opinion, best captures the experience of school described in this poem.
- School is a friendly place
  - School is a boring place
  - School is an organised place. (10)

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

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

- (i) Can you relate this poem to your own experiences of school?  
Give reasons for your answer based on your reading of the poem.

*Candidates will express the extent to which the poem reflects their own experiences. They will support their point of view by drawing on appropriate references to/quotations from the poem in support of the case being made etc.*

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

- (ii) Would you include this poem in a collection of poetry for young people? Give reasons for your answer based on your reading of the poem.

*Based on their understanding of the poem, candidates will make a case for or against its inclusion in the anthology.*

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

- (iii) Look at the picture that accompanies this poem and answer the following questions.
- Do you think this is a suitable picture to illustrate this poem? Explain your answer.
  - Describe a second picture which you would choose to illustrate this poem. Explain your choice.

*Candidates will explain the extent to which the image is a suitable illustration. They will describe an alternative and will make a case for their choice etc.*

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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**C THE NET**

1. (a) Do you think the speaker in this poem is looking forward to her school reunion? Explain your answer with reference to the poem. (10)

*Candidates will explain the extent to which they believe that the speaker is looking forward to the school reunion. They will make case for their choice by drawing on the poem for support.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, what word or phrase best captures the speaker's feelings in this poem? Explain your choice with reference to the poem. (10)

*Candidates will choose a word or phrase that, in their opinion, best captures the speaker's feelings. They will make a case for their choice by drawing on the poem for support.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) From the phrases below, choose the one which, in your opinion, best captures the experience of school described in this poem.
- This is mostly a humorous poem
  - This is mostly an unhappy poem
  - This is mostly a serious poem.
- (10)

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

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

- (i) Does the language used by the poet in this poem appeal to you? Explain your answer with reference to the poem.

*Candidates will express the extent to which the language appeals to them. They will support their point of view by drawing on appropriate references to/quotations from the poem in support of the case being made etc.*

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

- (ii) Think about the title of this poem (The Net) and answer the following questions.
- What do you think the title means?
  - Suggest a different title for this poem. Explain your choice.

*Candidates will explain the meaning of the existing title. They will create an alternative and will make a case for their choice etc.*

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

- (iii) Do you think The Net is a poem that appeals to young people? Give reasons for your answer based on your reading of this poem.

*Candidates will express the extent to which they believe that the poem appeals to young people. They will support their point of view by drawing on appropriate references to/quotations from the poem in support of the case being made etc.*

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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## D SPRING

1. (a) Choose an image from the first eight lines of the poem that, in your opinion, best captures the beauty of Spring. Explain your answer. (10)

*Candidates will choose their image from the octet as required. They will make a case for their choice and support their case by appropriate explanation(s).*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Do you think that Hopkins creates a sense of prayer in the last six lines of the poem? Refer to the poem in support of your answer. (10)

*Candidates will argue the extent to which Hopkins creates a sense of prayer in the sestet. They will make a case for their choice by drawing appropriately on the poem for support.*

<i>Combined Criteria ex 10</i>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) From the phrases below, choose the one, which in your opinion, best describes this poem.

- It is a joyful poem
- It is a personal poem
- It is a spiritual poem. (10)

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

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

- (i) Write about two differences that you notice between the first eight lines (octet) and the final six lines (sestet) of this poem. You should refer to the poem in your answer.

*Candidates are free to identify their choice of differences between the octet and the sestet. They will make a case for their choice by drawing appropriately on the poem for support.*

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

- (ii) In this poem Hopkins describes the beauty of Spring. Write a piece in which you describe the beauty of a different season of the year.

*Candidates will describe the beauty of another season. Creative modelling may be a feature of the writing.*

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

- (iii) Write a piece explaining why you did, or did not enjoy studying the poetry of Hopkins on your course.

(The other poem by Hopkins on the Ordinary Level course is *Inversnaid*)

*Candidates are free to argue the extent to which they did or did not enjoy studying the poetry of Hopkins. Expect a discussion on both poems but not necessarily in equal measure. They will support the case being made with appropriate reference to the poem(s).*

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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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  Grammar	e.g. levels of accuracy in spelling <i>appropriate to the delivery of the task</i>  grammatical patterns appropriate to the register	10

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

Discrete Criteria		85-100	70-84	55-69	40-54	25-39	10-24	0-9
		100	A	B	C	D	E	F
<b>100</b>	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
<i>70</i>								
<b>70</b>	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
<i>60</i>								
<b>60</b>	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
<i>50</i>								
<b>50</b>	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
<i>40</i>								
<b>40</b>	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
<i>30</i>								
<b>30</b>	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
<b>20</b>	Purpose & Coherence 60% (12)						
	Language & Mechanics 40% (8)	17 - 20	14 - 16	11 - 13	8 - 10	5 - 7	0 - 4
<b>15</b>	Purpose & Coherence 60% (9)						
	Language & Mechanics 40% (6)	13 - 15	11 - 12	8 - 10	6 - 7	3 - 5	0 - 2
<b>10</b>	Purpose & Coherence 60% (6)						
	Language & Mechanics 40% (4)	8 - 10	7 - 8	5 - 6	4 - 5	2 - 3	1

**A = 340 - 400**

**B = 280 - 339**

**C = 220 - 279**

**D = 160 - 219**

**E = 100 - 159**

**F = 40 - 99**

**N/G = 0 - 39**

## 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.

