Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2012

Marking Scheme

ENGLISH

Ordinary Level

CRITERIA FOR ASSESSMENT
The tasks set for candidates in both Paper 1 and Paper 2 will be assessed
in accordance with the following criteria:
- Clarity of Purpose **(P)**   30% of the marks available for the task
- Coherence of Delivery **(C)**   30% of the marks available for the task
- Efficiency of Language Use **(L)**   30% of the marks available for the task
- Accuracy of Mechanics**(M)**   10% of the marks available for the task

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

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

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

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

The list of texts prescribed for assessment in 2012 is set out in the appropriate DES
Circular 00013/2010

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

Use the full range of marks available

Examiners should make themselves familiar with the range of marks available for each of the tasks set and utilise the full range of marks as appropriate in the course of the marking.

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

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

SECTION I
COMPREHENDING (100 marks)

TEXT I
BRIAN O'DRISCOLL – SPORTING LEADER

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)   Choose three of the skills or qualities, mentioned in the above passage, that you think contribute to Brian O'Driscoll's success. Explain your choice.

(15)

Possible approaches: *inspirational qualities for the Irish rugby team, physical presence, intelligence as a player: his magnificent self-belief, self-confidence and sense of balance. The absence of arrogance: he is a sportsman, not a celebrity etc.*

Combined Criteria ex 15	**P + C = 9**	**L + M = 6**

2

(ii) In the above passage, Brian O'Driscoll expresses his views on being a role
      model. Based on your reading of the passage, explain why you do or do not
      think that he is a good role model for young people.   (15)

*Possible approaches: he is a team player: is famous, but rejects celebrity status: he
believes in himself: he is a family man and supports worthy causes but there may be
too much emphasis on sport etc.*

Combined Criteria ex 15	**P + C = 9**	**L + M = 6**

(iii) (a)   What does **Image 1** show us about Brian O'Driscoll as a sportsman?
             Explain your answer with reference to the image.   (10)

*Possible approaches: He is a formidable opponent on the rugby pitch.
The photograph shows the determination on his face as he charges through a tackle:
he is seen to be powerfully built etc.*

Combined Criteria ex 10	**P+C = 6**	**L + M = 4**

       (b)   What do you learn about Brian O'Driscoll from both **Image 2** and **Image
             3** that accompany this text? Refer to both images in your answer.
                                                                               (10)

*Possible approaches: in both images he is smiling, suggesting a pleasant nature; he
is supportive in private life – promoting his wife's book and he is happy to promote
worthy causes etc.*

Combined Criteria ex 10	**P+C = 6**	**L + M = 4**

Question B

Imagine you have been successful at **one** of the following: (i) achieving a sporting
ambition   (ii) overcoming a fear or phobia (iii) participating in a school play,
musical or debate.

Write **three diary entries** related to this achievement.   (50)

The diary is a personal/ private text: language registers may be less formal than in other texts with a more public readership. The three entries will be based on the candidates' choice of topic, expect a more personal, imaginative/intervention style of the writing etc.

Discrete Criteria ex 50	**P = 15**	**C = 15**	**L = 15**	**M = 5**

TEXT 2
MARY McALEESE – NATIONAL LEADER

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) Choose three of Mary McAleese's experiences, mentioned in the above passage, which in your opinion, helped to make her work as President of Ireland enjoyable. Explain your choice. (15)

Possible approaches: her activities on the national stage: the peace process: the visits to schools and meeting local and voluntary organisations: on the international front, visiting the diaspora, hosting international leaders and being an ambassador for Ireland etc.

Combined Criteria ex 15	**P + C = 9**	**L + M = 6**

(ii) In the above passage the President mentions changes she has noticed in Ireland since 1997. Explain which one of these changes you think is the most important. (15)

Possible approaches: the arrival of peace and prosperity: the Euro crisis: the recent recession: the changing relationship between Ireland and the United Kingdom etc. Candidate will choose one and explain their choice.

Combined Criteria ex 15	**P + C = 9**	**L + M = 6**

(iii) (a) Look carefully at **Image 1** in which President McAleese and her husband, Martin, meet Queen Elizabeth II and her husband, Prince

Philip. What details in this image suggest to you that this is an important formal occasion? Explain your answer with reference to the image.

(10)

Possible approaches: The setting, furniture and tableware: the formal clothing: the formal seating arrangements: the location etc.

Combined Criteria ex 10	P+C = 6	L + M = 4

(b) From what you see in the images that illustrate this text, identify a skill or quality that you think a president would need to carry out his or her official duties. Explain your answer. (10)

Possible approaches: inter-personal skills, public speaking skills, sociability, confidence, charm, diplomacy, foreign language speaking etc.

Combined Criteria ex 10	P+C = 6	L + M = 4

Question B

Write **a letter** to former President McAleese in which you express your own hopes for Ireland in the future.

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

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

TEXT 3
GOOGLE – CREATIVE MARKET LEADERS

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) Based on your reading of the above passage, choose three words from

Image 1, each of which you think describes a different aspect of the company, Google, or of its founders. Explain each of your choices with evidence from the passage. (15)

*Candidates need to give an evidence-based explanation for their choice of any 3 words from **Image 1**. They may freely range over Text 3 and select and highlight any aspect of the company and/or its founders, in supporting their choice of descriptors etc.*

Combined Criteria ex 15	**P + C = 9**	**L + M = 6**

(ii)   Based on what you have read in the passage, explain why you would or would not like to work for a company like Google.
Refer to the text in your answer. (15)

Possible approach: a company with a reputation for treating its workers well – cafeteria, food quality, childcare, fun relaxation facilities: the opportunity for engineers to pursue personal projects: the laid-back informal work climate: the philanthropic policy etc.

Combined Criteria ex 15	**P + C = 9**	**L + M = 6**

(iii)   (a)   From your reading of the passage, choose another word to add to the collection of words in **Image 1,** which would also describe either Google or its founders.
Explain your choice with reference to the passage. (10)

Candidates will choose a word they believe is suitable and justify their choice.

Combined Criteria ex 10	**P+C = 6**	**L + M = 4**

(b)   Look at the Google logo at the top of this text. Do you think it is an effective or appealing logo? Support your answer with reference to the logo. (10)

Candidates will express their opinions on the Google logo, discussing whether they find the logo effective or appealing. They will support their viewpoint with reference to the logo.

Combined Criteria ex 10	P+C = 6	L + M = 4

Question B

Imagine you are running for election as leader of the Student Council in your school. Write the **talk** you would deliver to your school assembly outlining the qualities you feel you possess that would make you an excellent leader of the Student Council.   (50)

Expect the writing to be shaped as a talk with or without the usual rubrics: language register(s) as appropriate: formal/informal, persuasive/urging, appealing to emotions/ logic: his/ her personal suitability for the position etc.

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

SECTION II
COMPOSING (100 marks)

General.
The composition assignments (in **bold print** 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.

1. '…he'll go down as one of the best sportsmen Ireland ever had.' (Text 1)

    Write an article for a popular magazine in which you identify the people you admire and explain why you admire them.

    An article can be discursive / persuasive / anecdotal / an opinion piece / a 'colour' piece / based on personal experience etc. Expect a broad understanding of 'admiration'. Language register(s) used may be a little relaxed in contrast to other more formal target audiences. Expect some elements of 'hero worship' etc.

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

2. '…to tackle giants…'   (Text 1)

    Write a short story inspired by the phrase, '…to tackle giants.'

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

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

3. '…the celebrity status that comes with twenty-first century fame.' (Text 1)

    Write a personal essay about your views on celebrities and being famous in the twenty-first century.

    It is envisaged that candidates will adopt a wide variety of approaches to framing their views. Expect that the personal essay will be from the perspective of the engaged 'I' – the register personal etc.

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

4. '…our global Irish family nurtures such a deep loyalty to Irish identity and culture.'   (Text 2)

Write a speech, to be delivered to your year group, in which you express your views on the importance of Irish cultural pursuits such as music, sport, drama etc.

Expect the writing to be shaped as a talk or a speech with or without the usual rubrics. Expect that in the context of the audience, language register(s) may 'mix and mingle' persuasively / argumentatively etc. Candidates are free to choose/talk about any cultural pursuit or pursuits etc.

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

5.   '…an exquisitely beautiful, welcoming country.'   (Text 2)

Write an article for a travel website about places you would like to visit in Ireland, or further afield. Explain why you would like to visit these places.

An article can be discursive / persuasive / anecdotal / an opinion piece / a 'colour' piece / based on personal experience etc. Expect a broad range of preferences. Expect some descriptive 'colour' to accompany reasons etc. Layout may include headlines, sub-headlines etc. Language may include elements of the web – e.g. links, 'TripAdviser' comments etc.

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

6.   '…I want to thank the Irish people…'   (Text 2)

Write a personal essay about some of the people who have made a positive contribution to your life so far. Explain why you feel grateful to these people.

It is envisaged that candidates will adopt a wide variety of approaches to framing their views on gratitude. 'People' may be taken as a collective term as well as individuals etc. Expect that the essay will be from the perspective of the engaged 'I' – the register personal etc.

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

7. '…e-mail…mobile phone…browser…' (Text 3)

Write a short story in which modern technology plays an important part.

Expect that candidates will respond in a great variety of ways. The writing will be shaped as a short story in which an aspect/or aspects of technology plays some central role. The story should have some sense of a beginning – middle – end: central character/characters: a time-line: a defining moment: a resolution etc.

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

A   EMMA – Jane Austen

Answer **all** of the questions.

1. (a)   Describe the occasion in the novel when Mr Elton makes a proposal of marriage to Emma. (10)

Emma and Mr. Elton are returning in a carriage from dinner with the Westons. He energetically proposes to her. She is shocked, believing him to be in love with Harriet. He expresses his indifference to the lowly Harriet. The encounter comes to a 'frosty' end, etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(b)   In your opinion, is Mr Knightley a suitable husband for Emma? Support your answer with reference to the text.   (10)

Yes: they have always loved each other. They are of the same social class. They agree and disagree on many matters in a civilized way, etc.
No: the age difference is too great: he can treat her as a child: he can dominate her: her attachment to her father may be a difficulty etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

2.   Explain what you find most interesting about Frank Churchill.   (10)

Possible approaches: People know little about him: he fails to visit his newly-married father: his secret relationship with Jane Fairfax: his apparent courting of Emma: his apparent indifference to the hurt caused to Emma and Jane etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

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

(i)   'Emma is a very kind-hearted character.'

Do you agree with this statement? Base your answer on your knowledge of the novel.

Based on their knowledge of the novel, candidates are free to agree or disagree with the statement. Expect references to personality, decisions, actions etc. to support the case being made.

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

OR

(ii)   Based on your knowledge of the novel, write a piece beginning with one of the following prompts:

–   I would like to live in Emma's world because ...

–   I would not like to live in Emma's world because ...

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

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

OR

(iii)   Write two diary entries which Harriet Smith might have written: one following her refusal of Robert Martin's first proposal of marriage and another following her acceptance of his second proposal. The diary entries should be based on your knowledge of the novel.

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

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

B   EMPIRE OF THE SUN – J. G. Ballard

Answer **all** of the questions.

1.   (a)   Describe Jim's life in Shanghai before the war.   (10)

Possible approaches: Comfortable lifestyle, big house, servants, chauffeur, swimming pool privileged education etc. Free to roam Shanghai because of father's status: possesses bicycle and toy 'planes etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(b)   Why, in your opinion, does Jim admire the Japanese?
        Support your answer with reference to the text.   (10)

Possible approaches: Admires their bravery and technology: aspires to be a pilot in the Imperial air force: fraternizes with the Japanese in the camp: he perceives cowardice on the part of the Europeans etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

2.   Explain what you find most interesting about Basie, the American man Jim meets several times during the course of the novel.   (10)

Possible approaches: He is tough and struggles for a long time to survive: he has no principles of right and wrong: he is unpredictable: he shows no loyalty to Jim, or anyone else etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

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

(i)   'Jim will do almost anything to survive.'
        Do you agree with this statement? Base your answer on your knowledge of the novel.

Based on their knowledge of the novel, candidates are free to agree or disagree with the statement. Expect references to decisions, actions etc. to support the case being made.

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

OR

(ii)   Which one of the following statements about J.G. Ballard's novel, *Empire of the Sun*, do you most agree with?

-     It is a story about the horrors of war.
-     It is a story about survival.
-     It is a story about heroism.

Explain your answer with reference to the text.

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

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

OR

(iii)   Imagine you are Jim, imprisoned in Lunghua camp during World War Two.
Write two diary entries in which you record some of your experiences.

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

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

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

C   CIRCLE OF FRIENDS – Maeve Binchy

Answer **all** of the questions.

1.   (a)   Describe Benny's relationship with her parents.   (10)

Possible approaches: She is an only child with over-protective parents: she is a little resentful of their protectiveness: she loves them, misses her father and helps her mother after her father's death etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

(b)   What makes Sean Walsh such an unappealing character?
Support your answer with reference to the text.   (10)

Possible approaches: He is selfish, out only for his own advancement: he tries to win over Benny, but fails: he steals from the shop etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

2. Explain what you find most interesting about Eve Malone (10)

Possible approaches: She is raised in a convent: she is feisty and head-strong; she is determined to go to university: she is supportive of, and loyal to, Benny: life turns out well for her etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

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

(i) The young Benny enjoys a quiet country upbringing with her parents in Knockglen. As she grows up she learns many things about the real world.
Based on your knowledge of the text, write about some of the realities of life that Benny has to face during the course of the novel.

Based on their knowledge of the novel, candidates are free to agree of disagree with the statement. Expect references to decisions, actions, consequences etc. to support the case being made.

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

OR

(ii) Which one of following statements do you think best describes Maeve Binchy's novel, *Circle of Friends*?

– It is a story about growing up.
– It is a story about social class.
– It is a story about romance.

Explain your answer with reference to the text.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the novel in support of the case being made.

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

OR

(iii)   You have been asked to give a talk to your class on the following topic: 'The Ireland we read about in Maeve Binchy's *Circle of Friends* is not at all like the Ireland of today.' Write the text of the talk you would give. You are free to agree or disagree with the statement. Your answer should be based on your knowledge of the novel.

Expect the writing to be shaped as a talk with or without the usual rubrics. Language register(s) will recognise the target audience – an audience of peers. Registers may appear more relaxed than might be expected in other more formal contexts. Expect a wide variety of reasons etc. to support the overall case being made.

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

D   DANCING AT LUGHNASA   – Brian Friel

Answer **all** of the questions.

1.   (a)   Describe the first occasion in the play when Gerry Evans visits the Mundy sisters.   (10)

Possible approaches: he arrives after a long absence: the sisters react differently to his arrival: he has changed occupation: he intends to fight in Spain: he promises Michael a bicycle: he proposes to Chris and she refuses: he dances with Chris to the delight of all etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(b)   In your opinion, did Michael have a happy childhood? Support your answer with reference to the text.   (10)

Possible approaches: candidates are free to argue either way or present a balanced response.   He is looked after by loving women: his father is absent: he can get immersed in play; memories of childhood are positive etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

2. Explain what you find most interesting about Fr Jack. (10)

Possible approaches: his time in Africa: his adoption of tribal practices: his army uniform: his ostracism by the local parish priest etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

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

(i) 'Chris, for the most part, has a sad and difficult life.'
Do you agree with this statement? Base your answer on your knowledge of the play.

Based on their knowledge of the play, candidates are free to agree or disagree with the statement. Expect references to decisions, actions, experiences etc. to support the case being made.

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

OR

(ii) Imagine your school is staging this play. Which character would you most or least like to play on stage? Explain your choice with detailed reference to the text.

Candidates will choose the character and make a case for their preference, drawing on appropriate details from the play to support their argument. They may include references to the central role/minor role of their chosen character: why/why not the character is appealing: the costumes etc.

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

OR

(iii) Imagine you are Kate. Write a letter to a friend in which you send news of yourself and of the household and of Gerry's visits, etc. Your letter should be based on your knowledge of the play.

The material will be shaped as a letter with or without the usual rubrics. Language register may be informal. Expect references to the play text in support of the argument being made.

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

E   **A DOLL'S HOUSE** – Henrik Ibsen

Answer **all** of the questions.

1.   (a)   Describe Helmer's treatment of Nora in the early part of the play. (10)

Possible approaches: he regards her as irresponsible; that she's a spendthrift; she's not particularly bright; that she needs to be guided by him; he is totally unaware of the real Nora etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

(b)   In your opinion, why did Nora not tell Helmer that she was being blackmailed by Krogstad? Support your answer with reference to the text.   (10)

Possible approaches: it would damage his self-esteem; she was managing the loan by herself; she knew she had acted illegally; she was aware that Helmer cared for her deeply etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

2.   Explain what you find most interesting about Krogstad.   (10)

Possible approaches: he's a widower with children: he's professionally insecure; his relationship with Christine; his attempts at blackmailing Nora: his readiness to fight his corner: his change of heart etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

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

(i)   'Helmer is a difficult character to like.'

Do you agree with this statement?   Base your answer on your knowledge of the play.

Based on their knowledge of the play, candidates are free to agree or disagree with the statement. Expect references to personality, decisions, actions, role in text, moral outlook etc. to support the case being made.

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

OR

(ii)   Based on your knowledge of the play, write a piece beginning with one of the following prompts:

– I would like to live in Nora's world because ...

– I would not like to live in Nora's world because ...

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

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

OR

(iii)   Imagine your school is staging this play. Which character would you most or least like to play on stage? Explain your choice with detailed reference to the text.

Candidates will choose the character and make a case for their preference, drawing on appropriate details from the play to support their argument. They may include references to the central role/minor role of their chosen character: why/why not the character is appealing: the costumes etc.

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

HOW MANY MILES TO BABYLON? – Jennifer Johnston

Answer **all** of the questions

1.   (a)   Alec's mother tells him that Fredrick Moore might not be his father.

Describe the effect this news has on Alec.   (10)

Possible approaches: it confuses and undermines him; he feels alienated; he goes on a drunken spree with Jerry; the following morning he enlists to fight etc.

Combined Criteria ex 10	**P + C = 6**	**L + M = 4**

(b)   In your opinion, why does Jerry decide to join the British Army?
       Support your answer with reference to the text.   (10)

*Possible approaches: he needs training to prepare to fight for independence;
the money; he likes the idea of the uniform; he wants to help his mother etc.*

Combined Criteria ex 10	P + C = 6	L + M= 4

2.   Explain what you find most interesting about Major Glendinning.   (10)

*Possible approaches: he's a stereotypical British army officer; he dislikes
recruits in general and the Irish ones in particular; he believes in class
distinctions; he is brave and goes in to no-man's-land to put a wounded
soldier out of his misery etc.*

Combined Criteria ex 10	P + C = 6	L + M= 4

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

(i)   'Alicia Moore is a difficult character to like.'

       Do you agree with this statement?   Base your answer on your
       knowledge of the novel.

*Based on their knowledge of the novel, candidates are free to agree or
disagree with the statement. Expect references to personality, decisions,
actions, role in text, her outlook on life etc. to support the case being made.*

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

OR

(ii)   You have been asked to give a talk to your class on the following topic:
       'The Ireland we read about in Jennifer Johnston's novel, *How Many
       Miles to Babylon,* is not at all like the Ireland of today.' Write the text
       of the talk you would give. You are free to agree or disagree with the
       statement. Your answer should be based on your knowledge of the
       novel.

Expect the writing to be shaped as a talk with or without the usual rubrics. Language registers will recognise the target audience – an audience of peers. Registers may appear more relaxed than might be expected in other more formal contexts. Expect a wide variety of reasons etc. to support the overall case being made.

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

OR

(iii) Which one of following statements do you think best describes Jennifer Johnston's novel, *How Many Miles to Babylon*?

- It is a story about war.
- It is a story about social class.
- It is a story about relationships.

Explain your answer with reference to the text.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the novel in support of the case being made.

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

G   **THE LONESOME WEST** – Martin McDonagh

Answer **all** of the questions.

1.   (a)   Describe two things that Coleman does that annoy Valene.   (10)

Possible approaches: mostly trivial things, e.g.: eats his crisps; meddles with his poteen; melts his religious figurines; shoots his stove; he cuts his dog's ears off; he pockets the insurance money for the house etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(b)   What is your opinion of Girleen Kelleher?
Support your answer with reference to the text.   (10)

Possible approaches: she's the only female character in the play; she sells poteen; she has a foul tongue; has a complex relationship with Fr. Welsh; is not as tough as she seems; has an uncertain future etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

2. Explain what you find most interesting about Fr Welsh. (10)

Possible approaches: he fails in his role as priest and pastor; he is an alcoholic; he's a gossip; his self-reflective capacity is unique among the characters in the play; he is compassionate etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

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

(i) Do you find the conflict between the brothers, Coleman and Valene, entertaining? Explain your answer with reference to the text.

Candidates will express and support their point of view. Expect appropriate reference to/quotations from the play in support of the case being made. Expect a diverse appreciation of the idea of entertaining.

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

OR

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

- I think this play would make a good film because…

- I do not think this play would make a good film because…

In your response, you should refer to the characters, events and setting of the play.

Candidates will express and support their point of view, using their preferred opening phrase as above. Expect reference to the characters, events and setting of the play and how they might be interpreted on film.

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

OR

(iii)   Imagine your school is staging this play. Which character would you most or least like to play on stage? Explain your choice with detailed reference to the text.

Candidates will choose the character and make a case for their preference, drawing on appropriate details from the play to support their argument. They may include references to the central role/minor role of their chosen character: why/why not the character is appealing: the costumes etc.

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

H   HAMLET – William Shakespeare

Answer **all** of the questions.

1.   (a)   What does the ghost of Hamlet's father tell Hamlet when he appears to him on the battlements of Elsinore Castle?   (10)

Possible approaches: he's tormented; tells the story of his murder; he feels betrayed by Gertrude; he demands Hamlet revenge him but not to hurt his mother in the process etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(b)   What is your opinion of Gertrude?
        Support your answer with reference to the text.   (10)

Possible approaches: she is weak, fickle, morally flawed; her relationship with her son is complex, she is troubled by his grief; she shows her humanity at the death of Ophelia etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

2.   Explain what you find most interesting about Claudius.   (10)

Possible approaches: he is a wiley, manipulative ruler; he's a murderer and an adulterer; he schemes against Hamlet; he protects Denmark against Fortinbras; he is willing to sacrifice Gertrude and Laertes for his own safety etc.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

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

(i)   'Ophelia is treated cruelly by those around her.'

Do you agree with this statement regarding the treatment of Ophelia by either Hamlet **or** Polonius?   Base your answer on your knowledge of the play.

*Candidates are free to agree or disagree with, or take a more balanced approach to, the above statement in relation to the treatment of Ophelia by either Hamlet **or** Polonius. Answers will be supported by reference to/quotations from the play.*

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

OR

(ii)   Imagine your school is staging a version of this play. Which character would you most or least like to play on stage? Explain your choice with detailed reference to the text.

Candidates will choose the character and make a case for their preference, drawing on appropriate details from the play to support their argument. They may include references to the central role/minor role of their chosen character: why/why not the character is appealing: the costumes etc.

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

OR

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

–   I would find it exciting to live in Elsinore in Hamlet's time because...

–   I would find it frightening to live in Elsinore in Hamlet's time because...

Your response should be based on your knowledge of the play.

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

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

I THE STORY OF LUCY GAULT – William Trevor

Answer **all** the questions.

1.   (a)   Describe what happened when a group of men visited the Gault family
             home at the beginning of the novel.   (10)

*Possible approaches: dogs poisoned – attack anticipated; Gault is
armed and ready; three men approach – Gault fires a warning shot,
accidently injuring one of them etc.*

Combined Criteria ex 10	P + C = 6	L + M= 4

   (b)   In your opinion, should Lucy have married Ralph?

         Support your answer with reference to the text.   (10)

*Yes: from the beginning they are clearly in love with one another and share
similar interests; Ralph is kind and thoughtful and offers Lucy security;
No: she's inexperienced in relationships; marriage would mean leaving
Laherdene, she has committed to remaining there to await her parents' return
etc.*

Combined Criteria ex 10	P + C = 6	L + M= 4

2.   Explain what you find most interesting about Horahan.   (10)

*Possible approaches: he is a shadowy figure; he is haunted by the belief that
he was responsible for the death of a child; his need for forgiveness becomes
obsessive, later he goes back to Laherdane; more and more he loses touch
with reality etc.*

Combined Criteria ex 10	P + C = 6	L + M= 4

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

   (i)   'Lucy Gault is a very loyal character.'

         Do you agree with this statement?   Base your answer on your
         knowledge of the novel.

*Based on their knowledge of the novel, candidates are free to agree or
disagree with, or take balanced approach to, with the statement. Expect
references to personality, decisions, actions etc. to support the case being
made.*

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

OR

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

–   I think this novel would make a good film because…

–   I do not think this novel would make a good film because…

In your response, you should refer to the characters, events and setting of the novel.

Candidates will express and support their point of view, using their preferred opening phrase as above. Expect reference to the characters, events and setting of the novel and how they might be interpreted on film.

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

OR

(iii)   Which one of the following statements about William Trevor's novel, *The Story of Lucy Gault*, do you most agree with?

–   It is a story about social class.
–   It is a story about love.
–   It is a story about loneliness and loss.

Explain your answer with reference to the text.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the novel in support of the case being made.

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

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 2012 (see Circular 00013/2010)
                        Or
- (iii)   The use of two films.

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), <u>mark according to the Marking Scheme taking due account of the quality of the comparative element</u>. 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, biography, 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

1. (a)   Choose a hero or heroine or villain from **one** of the three texts you have studied on your comparative course. Based on the character's personality and behaviour, give reasons why you would or would not like to meet him or her. Support your answer with reference to the text. (30)

Based on their understanding of their chosen character's personality and behaviour, candidates will explain why they would or would not like to meet this character. They may include some reference to the character's qualities, actions and interactions with others: what makes him/her unique etc.

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

(b) Choose a hero or heroine or villain from another text you have studied as part of your comparative course. Compare the personality and behaviour of this character with the personality and behaviour of the character you referred to in 1.(a) above.

Remember to refer to both characters in the course of your answer. (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.*

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

OR

2. (a) (i) Identify a hero or heroine or villain from **one** text you have studied as part of your comparative course. Give one reason why you like or dislike this character. In your answer use one or more key moments to explain why you feel this way about the character. (15)

Through the use of one or more key moments, candidates will reveal the extent to which they either like or dislike their chosen character.

Combined Criteria ex 15	P + C = 9	L + M = 6

(ii) Choose a different hero or heroine or villain from another text you have studied as part of your comparative course. Give one reason why you like or dislike this character. In your answer use one or more key moments to explain why you feel this way about this character. (15)

Candidates will choose a different hero, heroine or villain. Through the use of one or more key moments, candidates will reveal the extent to which the extent to which they either like or dislike this second chosen character.

Combined Criteria ex 15	P + C = 9	L + M = 6

(b)   Compare the characters you discussed above, in order to decide which of these two characters you most enjoyed studying.

Remember to refer to both characters in your answer.   (40)

Candidates will compare/contrast the two characters in order to conclude whether they enjoyed studying one more than the other, or that they enjoyed studying both equally. This requires the candidate to make comparison(s) throughout the response.

*Use code **C** on the left hand margin to indicate comparisons identified by the candidates.*

Discrete Criteria ex 40	**P** = 12	**C** = 12	**L** = 12	**M** = 4

B   THEME

1.   (a)   Identify a theme found in **two** of the three texts you have studied on your comparative course . In relation to **one** text you have studied, explain how you found studying this text helpful in understanding your chosen theme.

(30)

Candidates will identify the theme in their comparative course. They will explain the extent to which studying this text, helped them to understand their chosen theme.

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

(b)   Identify a second text in which you have studied the same theme. Compare relevant aspects of this text, with the one you referred to in 1.(a) above, in order to establish which text was the most helpful in developing your understanding of the theme.

Remember to refer to both texts in your answer.   (40)

Candidates will identify a second text in which they studied the same theme. Expect comparisons to be made between the two texts in order to establish the text which was most helpful in developing an understanding of the theme. This requires the candidate to make comparison(s) throughout the response.

*Use code **C** on the left hand margin to indicate comparisons identified by the candidates.*

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

OR

2. (a) (i) Identify a theme from **one** text that you have studied on your comparative course and describe a key moment in which this theme is clearly evident. (15)

Candidates will identify the theme in their comparative course. They will explain the extent to which their selected key moment makes this theme clearly evident. Expect description and commentary.

Combined Criteria ex 15	P+C= 9	L+M=6

(ii) Describe a key moment in another text, which you studied on your comparative course, which clearly reveals the same theme which you discussed in 2.(a)(i) above. (15)

The key moment from another text 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

(b) Compare what you learned about your chosen theme from each of the key moments you have identified.

Remember to refer to both key moments in your answer. (40)

Candidates will comment on the extent to which studying the two key moments has helped their learning about the theme. Expect comparisons to be made between the two key moments. This requires the candidate to make comparison(s) throughout the response.

*Use code **C** on the left hand margin to indicate comparisons identified by the candidates.*

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

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.

Candidates must answer the questions on the Unseen Poem **and** the questions on **one** of the Prescribed Poems – A, B, C, D.

UNSEEN POEM (20 marks).

1. From your reading of this poem, how do you know the father loves his son? Explain your answer with reference to the poem.   (10)

    Possible approaches: he takes care – looks north and south; holds him gently as he crosses the road; protects him against being splashed; he is aware of him – hears the hum of his dream etc.

Combined Criteria ex 10	P + C = 6	L + M= 4

2. In your opinion, what is the poet's message in the last six lines of this poem?   (10)

    Candidates will reveal their understanding of the message in the lines. Expect some explanation and/or discussion.

Combined Criteria ex 10	P + C = 6	L + M= 4

PRESCRIBED POETRY (50 marks)

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

A   A CONSTABLE CALLS

1.   (a)   From your reading of this poem, explain why the constable called to the Heaney home. Support your answer with reference to the poem.

(10)

It is an official visit by a policeman to make an inventory of the crops grown on the farm: reference stanzas 4 and 6 especially. Expect some explanation and/or discussion.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(b)   The poet as a young boy observes many details about the constable in the poem. Identify the detail that you find most striking and explain why you find it to be so.   (10)

There are many details from which to choose. Expect some explanation and/or discussion in relation to the choice made.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

(c)   *…I assumed*
           Small guilts and sat
           Imagining the black hole in the barracks.

Explain what you think the poet means by these lines.   (10)

Candidates will reveal their understanding of the lines. Expect some explanation and/or discussion.

Combined Criteria ex 10	**P + C = 6**	**L + M= 4**

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

(i)   What do you learn about the world of Seamus Heaney's childhood by studying this poem? Support your answer with reference to the poem.

Possible approaches: childhood spent on a farm; tension between the daily rhythm of the life on the farm and the arrival of the constable; the sensing by the child of the presence of mutual suspicion; the threat of the symbols of power in the eyes of a child. Candidates may also approach the question in terms of a wider perspective etc.

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

OR

(ii) In which one of the following collections of poetry do you feel this poem best belongs?

- A collection of poems about rural life.
- A collection of poems about the past.
- A collection of poems about childhood.

Give reasons for your choice with reference to the poem.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the poem to support the case being made.

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

OR

(iii) Imagine you are the young Seamus Heaney. Write a diary entry about the day the constable called. Your diary entry should be based on your reading of the poem.

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

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

B   THE SUN

1.   (a)   Which image of the sun, as described in this poem, do you find most appealing? Explain your choice with reference to the poem.   (10)

Candidates will choose an image relating to the sun. They will explain their choice with reference to the poem.

Combined Criteria ex 10	P + C = 6	L + M = 4

(b)   What does the poet do to involve the reader in this poem? Support your answer with reference to the poem.   (10)

The poet questions the reader directly; she expresses her enthusiasm towards to reader; she questions the reader's values – 'you too gone crazy'...etc.

Combined Criteria ex 10	P + C = 6	L + M = 4

(c)   *or have you too*
                            gone crazy
                            for power
                            for things?

        What, in your opinion, does the poet mean by these last four lines of the poem? Explain your answer with reference to the poem.   (10)

Candidates will reveal their understanding of the lines. Expect some explanation and/or discussion.

Combined Criteria ex 10	P + C = 6	L + M = 4

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

(i)   From your reading of the poem, what do you think is important to the poet?
        Support your answer with reference to the poem.

Candidates will offer suggestions in relation to the world of nature and materialism etc. Expect reference to/quotation from the poem to support the answer.

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

OR

(ii)   Do you find the language used by the poet in this poem appealing?

Explain your answer with reference to the poem.

Candidates will express the extent to which the language appeals to them. They will support their points by drawing on appropriate references to the poem.

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

OR

(iii)   In which one of the following collections of poetry do you feel this poem best belongs?

–   A collection of poems about nature.
–   A collection of poems about beauty.
–   A collection of poems about life.

Give reasons for your choice with reference to the poem.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the poem to support the case being made.

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

C   A SUMMER MORNING

1.   (a)   Describe the lifestyle of the owners of the estate based on your reading of the first stanza (lines 1 – 4).   (10)

Possible approaches: they are young – they socialise – careless of their car – they have the luxury of sleeping late – they appear wealthy etc.

Combined Criteria ex 10	**P + C = 6**	**L + M = 4**

(b)   What details in the poem suggest the cook enjoys this particular early morning on the estate?
Support your answer with reference to the poem.   (10)

Possible approaches: she relishes the peace of the house; her undisturbed breakfast; her orderly kitchen; bird song; and the work of the gardener etc.

Combined Criteria ex 10	P + C = 6	L + M = 4

(c)   *He and the cook alone*
                Receive the morning on their old estate,
                Possessing what the owners can but own.

Explain what you think the poet means in the last three lines of this poem.

(10)

Candidates will reveal their understanding of the lines. Expect some explanation and/or discussion.

Combined Criteria ex 10	P + C = 6	L + M = 4

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

(i) 'The poet makes effective use of comparisons in this poem.'

Discuss this statement based on your reading of this poem.

Candidates will express the extent to which the comparisons are effective. They will support their points by drawing on appropriate references to the poem.

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

OR

(ii)   In which of the following collections of poetry do you think this poem best belongs?

         –   A collection of poems about work.
         –   A collection of poems about social class.
         –   A collection of poems about happiness.

Explain your choice with reference to the poem.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the poem to support the case being made.

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

OR

(iii) You have been asked to make a short video to accompany a reading of this poem. Describe the images, colours, music, sound effects, etc. that you would use as a background to the reading and explain your choices based on your knowledge of the poem.

Videos can include – actions, settings, sound effects, characters, voice-over, different camera angles, music, still photographs, image distortion /enhancing techniques, fading, zooming in/out etc. Candidates will include such techniques, <u>as appropriate</u>, in order to create their video for the reading.

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

D   MIRROR IN FEBRUARY

1.   (a)   Why do you think the poet called this poem, *Mirror in February*? Explain your answer.   (10)

Expect some discussion on the title of the poem. They will support their answer with reference to the text.

Combined Criteria ex 10	P + C = 6	L + M = 4

(b)   *In slow distaste*
I fold my towel with what grace I can,
Not young and not renewable, but man.

What do you think the poet means by these lines? Explain your answer with reference to the poem.   (10)

Candidates will reveal their understanding of the lines. Expect some explanation and/or discussion.

Combined Criteria ex 10	P + C = 6	L + M = 4

(c)   From your study of this poem, which one of the following phrases, in your opinion, best describes the attitude of the man in the poem to life? Explain your answer.

– He is a gloomy and sad individual.

– He accepts whatever life brings.   (10)

Candidates will choose one of the above statements and explain the reason for their choice. They will support their answer with reference to the poem.

Combined Criteria ex 10	P + C = 6	L + M = 4

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

(i)   What picture of nature does the poet create in this poem? Explain your answer with reference to the poem.

Candidates will discuss the picture of nature as it is revealed in the poem. They will support their answer with reference to the poem.

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

OR

(ii)   In which of the following collections of poetry do you think this poem best belongs?
– A collection of poems about life.
– A collection of poems about death.
– A collection of poems about being human.

Explain your choice with detailed reference to the poem.

Candidates will express and support their point of view with reference to one of the above options. Expect appropriate reference to/quotations from the poem to support the case being made.

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

OR

(iii) Do you find the atmosphere in this poem frightening? Explain your answer with reference to the poem.

Candidates will discuss the extent to which they find the atmosphere frightening. They may offer and support an alternative description of the atmosphere. Expect appropriate reference to/quotations from the poem to support the case being made.

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

APPENDIX   1

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT

Clarity of purpose	Engagement with the Set task	e.g. relevance, focus, originality, freshness clear aim, understanding of genre	Percentage weighting 30
Coherence of delivery	Ability to sustain the response over the entire answer.	*Where appropriate* continuity of argument, sequencing, management of ideas, choice of references, use of examples, engagement with texts, control of register and shape, creative modelling	30
Efficiency of language management	Management and control language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns, paragraph structure, punctuation appropriate to the register, use of lively and interesting phrasing, energy, style, fluency *appropriate to the delivery of the task*	30
Accuracy of mechanics	Spelling Grammar	e.g. levels of accuracy in spelling *appropriate to the delivery of the task* 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**	**N/G**
100 Purpose 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
Coherence 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
Language 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
Mechanics 10%	8 - 10	7 - 8	5 - 6	4 - 5	3 - 4	1 - 2	0
70							
70 Purpose 30%	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
Coherence 30%	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
Language 30%	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
Mechanics 10%	6 - 7	5	4	3	2	1	0
60							
60 Purpose 30%	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
Coherence 30%	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
Language 30%	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
Mechanics 10%	6	5	4	3	2	1	0
50							
50 Purpose 30%	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
Coherence 30%	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
Language 30%	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
Mechanics 10%	5	4	3	2	1	0	0
40							
40 Purpose 30%	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
Coherence 30%	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
Language 30%	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
Mechanics 10%	4	3	2	1	0	0	0
30 Purpose 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
Coherence 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
Language 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
Mechanics 10%	3	2	2	1	0	0	0

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

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

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.