



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2014**

**Marking Scheme**

**English**

**Ordinary Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

## 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 2014 is set out in the appropriate DES Circular 0001/2012

### 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*.

The *Indicative material* provided in the marking scheme is not exhaustive and any appropriate valid answers are acceptable. If you are unsure of the validity of any alternative answer please contact your Advising Examiner.

**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 ROY KEANE**

**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 paragraphs one and two of this extract, what do you learn about Roy Keane’s childhood? Support your answer with reference to the text. (15)

*Indicative material: Born in Mayfield 1971: named after his father who worked at Sunbeam Wolsey: recession, tough times, no car: happy family: sporting family: attended local primary school– not a great scholar: life centred around the local community – trips to Cork City & the movies – special treats, etc.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Identify three aspects of Keane’s personality that emerge from your reading of the written text above. Support your answer with evidence from the written text. (15)

*Indicative material: Determined: travelled to play with the best team: funny – has a sense of humour – refs. to Cork in jest: confidence – says he gained this from boxing: perfectionist – likes things properly organized – wants to play with the best team: family-oriented – makes various references to his family: proud – mentions several achievements, etc.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Explain, in your own words, what you think Roy Keane means when he says: “The techniques and disciplines learned in the boxing ring provided me with a psychological edge.” (10)

*Candidates should provide an appropriate explanation for the sentence above.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) What do you learn about Roy Keane from IMAGE 1 and IMAGE 2 above? (10)

*Indicative material: We see a kind and gentle side to Keane in the pictures: he gives his time to his fans and also to helping charities (in this instance, the Guide Dogs for the Blind). He is good with animals – we see the dog’s paw in his hand, we can see from Keane’s expression that he likes the dog: he is also good with children – he comes down to the small boy’s level to sign his autograph, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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### **Question B**

Your school is in the final of a major sporting event. You are the coach of the school team and at half-time your team is losing. Write the **talk** you would give to inspire the team’s performance in the second half of the match. (50)

*Expect the writing to be shaped as a talk: allow for a wide interpretation of ‘major sporting event’, language register(s) as appropriate: formal/informal – inspirational, spirited, emotional, 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 2 MALALA YOUSAFZAI

**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) Identify three aspects of Malala’s personality that emerge from your reading of the written text above. Support your answer with evidence from the text. (15)

*Indicative material:* Her bravery – she has campaigned for girls’ education in dangerous circumstances, she doesn’t cover her head, she has not hidden the fact she wants to be a politician or an inventor etc.: her intelligence – ambitious & clever: likes exams, wants to be a politician or an inventor, won prizes: typical teenager – likes Twilight, Justin Bieber, etc.: her confidence – speaks publicly and gives interviews: her independence – prepared to speak up and do her own thing; competitive – wants to be first in her class, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) What do you learn about girls’ lives in Malala’s community from paragraphs three, four and five of the above passage? Support your answer by reference to the text. (15)

*Indicative material:* Restricted lives, limited opportunities: can only be teachers or doctors – if anything at all; they have an interest in Western culture e.g. make up & music: kept from education – some are determined to be educated, required to cover their heads, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Explain, in your own words, what you think Malala Yousafzai means when she says: “For us girls that doorway was like a magical entrance to our own special world.” (10)

*Candidates should provide an appropriate explanation for the sentence above.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Based on your reading of the passage above, would you like to read more of Malala Yousafzai’s book, *I Am Malala* ? Explain your answer with reference to the text. (10)

*Indicative material: Yes: she is an inspiring figure: want to find out more about her – interested in the wider issues e.g. women’s rights, Pakistan: intrigued to read more about a life so different to my own, etc.*

*No: Not interested in her life, her views, her country or her struggle – her story has been extensively covered in the media: don’t feel a need to read any more about her and her disturbing story, etc.*

*Candidates may write a more nuanced response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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### Question B

Write a **letter** to Malala Yousafzai in which you respond to some of her experiences described in the extract above. (50)

*The material should be shaped as a letter using the usual rubrics. Language register may be informal, etc. Candidates are free to draw on the material provided in the text, 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 SISTERS BROTHERS

**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 the above extract, what do you learn about the tooth doctor, Reginald Watts? Support your answer with reference to the text. (15)

*Indicative material: A very unlucky man: fatalistic: a “chancer”/charlatan, a rogue, dishonest: charming, helpful, efficient, clean: clever/intelligent – he learned dentistry from a book: likes whiskey, etc.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Do you find Charlie’s reaction to his brother’s toothache cruel or amusing or both? Explain your answer with reference to paragraphs one and two of the above extract. (15)

*Indicative material:* Candidates may see Charlie’s reaction as amusing or cruel or take a more nuanced approach. He describes his brother as looking like a dog, he throws a stick, refers to “swollen hair”, etc. Candidates should provide an explanation for their point of view.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Explain, in your own words, what you think Eli Sisters means when he says: “I laughed at the painless violence of it.” (10)

*Candidates should provide an appropriate explanation for the above line.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Which of the two book covers above (COVER 1 or COVER 2) do you find more interesting? Explain your answer with reference to both covers. (10)

*Candidates should justify their choice with reference to both book covers, although not necessarily equally.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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### **Question B**

The characters in TEXT 3 are interesting for a variety of reasons. Write an **article** for your school magazine about two or more interesting people you would like to meet and explain why you would like to meet them. (50)

*An article can be discursive / persuasive / anecdotal / an opinion piece / a ‘colour’ piece. Expect the writing to be shaped as a magazine article in a register suitable to a youthful readership: candidates should write about two or more interesting people they would like to meet and give an explanation for wanting to do so. Allow a wide interpretation of ‘interesting’.*

<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 (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. In TEXT 3, we are told how Reginald Watts failed at everything in life.

**Write a personal essay about how overcoming failure or difficulties can help to make a person stronger.**

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

<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. In TEXT 1, Roy Keane writes about the youthful experiences that shaped his outlook on life.

**Write a short story in which a central character undergoes a lucky or an unlucky experience that changes his or her life.**

*The writing should be shaped as a short story having some sense of a beginning, a middle and an end: a central character: a time-line: a defining moment of experience followed by a change: a resolution, etc. Expect that candidates will respond in a variety of ways.*

<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. Malala Yousafzai, who features in TEXT 2, has done much to promote education for all.

**Imagine you are representing Ireland at an international youth conference on young people and education. Write the speech you would deliver to the conference in which you describe second-level education in Ireland today and explain why you think education is important for young people in Ireland.**

*Expect the writing to be shaped as a speech. The candidate should deal with both aspects of the task (i) describing second-level education in Ireland and (ii) explaining why he/she thinks it is important for young people in Ireland. Expect that candidates will respond in a variety of ways.*

<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. In TEXT 3, Charlie Sisters laughs at his brother's painful experience.

**Write a light-hearted or serious account of a painful or embarrassing experience you will never forget.**

*An account presents information – about oneself and/ or others – in a variety of ways. Allow for broad interpretations of “light-hearted”, “serious”, “painful and embarrassing”, 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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5. In TEXT 1, Roy Keane tells us about what was important to him in his youth.

**Write a personal essay about the importance in your life of ONE of the following topics:**

- **ambition**
- **my home place**
- **simple pleasures.**

*Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches to framing their views on ONE of the above topics.*

<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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6. Eli Sisters describes Reginald Watts as a “charming man” in TEXT 3.

**Write a short story in which an apparently charming character reveals a less attractive side to his or her personality.**

*The writing should be shaped as a short story having some sense of a beginning, a middle and an end: a central character: a time-line: defining moment(s) in which revelation(s) occur: a resolution, etc. Expect that candidates will respond in a variety of ways.*

<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. In TEXT 2, Malala and her friend Moniba shared everything.

**Write an article for a magazine popular with young people about the value of friendship.**

*An article can be discursive / persuasive / anecdotal / an opinion piece / a ‘colour’ piece. Candidates will treat of the value(s) of friendship. Layout may include headlines, sub-headlines etc. Language register(s) used may be a little relaxed, appropriate to a youthful audience, 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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## Paper Two

### Section 1 Single Text

#### 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 PRIDE AND PREJUDICE – Jane Austen

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows that Mrs Bennet is eager for her daughters to find husbands. (10)

*Candidates should choose and describe one episode or incident from the novel that shows that Mrs Bennet is eager for her daughters to marry. Their response should be based on their understanding of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words best describes Mr Collins?

Foolish      Annoying      Amusing

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

*Candidates should select the word that they think best describes the character. They should explain their choice, based on their knowledge of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Pride and Prejudice*. Suggest another title that, in your opinion, would indicate to readers what the novel is about. Explain your choice with reference to the text. (10)

Candidates should offer an alternative title to the novel, based on their understanding of the text. They may base their response on theme, character(s), events in the novel, its appeal, 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) ‘Readers often find that their opinion of Mr Darcy changes as they read the novel, *Pride and Prejudice*.

Did your opinion of Mr Darcy change as you read the novel, *Pride and Prejudice*? Explain your answer, supporting your points with reference to the novel.

Candidates should express their views on Mr Darcy based on their understanding of the novel. Responses should make reference to the text.

*Indicative material: Mr Darcy’s conduct throughout the story: his pride and sense of superiority in the beginning: his influence over his friend in the matter of Jane: his initially difficult relationship with Elizabeth: his later assistance to Lydia and Wickham: finally his proposal to Elizabeth and acknowledgement of his own shortcomings, 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) Why do you think many modern readers enjoy the novel *Pride and Prejudice*? Support your answer with reference to the novel.

Candidates should discuss why they do (or do not) think that modern readers enjoy *Pride and Prejudice*, or provide a more nuanced response. Responses should make reference to the novel.

*Indicative material: Agree –love stories and problems of love are eternal issues. There are interesting villains and absurd people. The characters are mostly complex and the plot absorbing, etc. Disagree – it is too old-fashioned – we have nothing in common with its world. It is a novel of snobbery and exclusiveness – there is little sense of a world of equality: it is too much of a ‘happy ever after’ story, 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) Imagine you are Elizabeth Bennet. Write the letter she might have sent to her sister Jane, describing Mr Darcy’s first proposal of marriage to

her and her response to it. Your letter should demonstrate your knowledge of the novel, *Pride and Prejudice*.

*Responses should be styled as a letter. Engagement with both aspects of the task should be evident: reference to Darcy's first proposal and Elizabeth's response to it. Language may be informal, the tone and register reflecting correspondence with a sister. Expect references to the novel in the course of the letter.*

<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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## **B CIRCLE OF FRIENDS – Maeve Binchy**

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows the friendship that exists between Benny and Eve. (10)

*Candidates will choose and describe one episode or incident from the novel which reveals the friendship between Benny and Eve. Their response will be based on their understanding of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words best describes Sean Walsh?

Greedy      Dishonest      Unattractive

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

*Candidates should select the word that they think best describes the character. They should explain their choice, based on their knowledge of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Circle of Friends*. Suggest another title that, in your opinion, would indicate to readers what the novel is about. Explain your choice with reference to the text. (10)

*Candidates should offer an alternative title to the novel, based on their understanding of the text. They may base their response on theme, character(s), events in the novel, its appeal, 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) ‘The character of Benny Hogan is easy to relate to because she leads a very ordinary life.’

To what extent do you agree or disagree with the above statement? Explain your answer, supporting the points you make with reference to the novel, *Circle of Friends*.

*Candidates may agree or disagree with the statement or provide a nuanced response. Responses should make reference to the text.*

*Indicative material: Agree – Benny is easy to relate to because of her normal family life in Knockglen: she is typical of any young person – friends are very important to her: she desires more freedom: she meets her first boy-friend: she moves out of home: betrayal, bereavement, etc. Disagree – Benny is not easy to relate to as her life is not typical of ordinary young people today – she leads a very sheltered existence, etc. They may make reference their own experiences, 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) Give one or more reasons why you would like to have lived in Ireland at the time in which *Circle of Friends* is set and one or more reasons why you would not like to have lived in Ireland at that time in which *Circle of Friends* is set. Your answer should demonstrate your knowledge of the text.

*Candidates should engage with both elements of the task (i) why they would and (ii) why they would not like to have lived in Ireland at the time at which the novel is set. Responses should demonstrate knowledge of the text.*

*Indicative material: Candidates should choose aspects of life in Ireland at the time as they are revealed in the novel – restricted lifestyles: urban/rural divide: conservatism: lack of modern facilities & technology: limited “youth culture”, 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) Imagine you are Eve Malone and that instead of visiting the Westwards in person, you write a letter to Simon Westward. Write a letter, in which you explain your relationship to the family, your circumstances in life, and what you want from the Westwards. Your letter should demonstrate your knowledge of the novel, *Circle of Friends*.

*Response should be styled as a letter and engage with the various elements of the task – who Eve was, her circumstances in life and what she wants. Responses should demonstrate knowledge of the novel.*

*Indicative material: The letter may mention that she is an orphan, brought up by nuns: her present life in Dublin: his father’s rejection of her mother who had married a Catholic: her desire to go to university and a request from him for money to do so, 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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### **C EMPIRE OF THE SUN – J. G. Ballard**

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows Jim’s ability to look after himself. (10)

*Candidates should choose and describe one episode or incident from the novel that demonstrates Jim’s ability to look after himself. Their response should be based on their understanding of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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1. (b) In your opinion, which one of the following words best describes Jim?  
 Adventurous      Brave      Cunning  
 Explain your answer with reference to the text. (10)

*Candidates should select the word that they think best describes the character. They should explain their choice, based on their knowledge of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Empire of the Sun*. Suggest another title that, in your opinion, would indicate to readers what the novel is about. Explain your choice with reference to the text. (10)

*Candidates should offer an alternative title to the novel, based on their understanding of the text. They may base their response on theme, character(s), events in the novel, its appeal, 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) ‘Dr Ransome is a character to be admired in *Empire of the Sun*.’

To what extent do you agree or disagree with this statement? Explain your answer, supporting your points with reference to the novel.

*Candidates are free to agree or disagree or provide a nuanced response to the statement, supporting their response with reference to the novel.*

*Indicative material: Agree: In the camp we see his helpfulness and generosity: he helps Jim with his Latin: has a spirit of self-sacrifice: he is a father figure to Jim, etc. Disagree: can be critical of the young Jim: can be fatalistic, 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) Life was very difficult for prisoners of war during World War II. Based on your reading of *Empire of the Sun*, what aspects of life as a prisoner of war would you have found most difficult? Explain your answer, supporting your points with reference to the novel.

*Candidates should write about the aspects of life they would have found most difficult as a prisoner of war during World War II. Responses should make reference to the novel.*

*Indicative material: Separation from family: death all around – floating bodies, disease: lack of food/ starvation/ malnutrition: brutality of the guards, 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 an article about what you have witnessed at Lunghua Camp after the Japanese have left. Your response should demonstrate your knowledge of the novel, *Empire of the Sun*.

*An article can be discursive/persuasive/anecdotal/an opinion piece/a ‘colour’ piece. Layout may include headlines, sub-headlines, etc. Candidates should write about their experience at Lunghua Camp after the Japanese have left: what they saw, their emotional response etc. Responses should demonstrate knowledge of the novel.*

<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 TRANSLATIONS – Brian Friel

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows the relationship between Lieutenant Yolland and Maire. (10)

*Candidates should choose and describe one episode or incident from the play that reveals the relationship between Lieutenant Yolland and Maire. Their response should be based on their understanding of the play.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words best describes the conclusion of the play *Translations*?

Surprising      Sad      Realistic

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

*Candidates should select the word that they think best describes the conclusion of the play. They will explain their choice, based on their knowledge of the play.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Translations*. Suggest another title that, in your opinion, would indicate to readers what the play is about. Explain your choice with reference to the text. (10)

*Candidates should offer an alternative title to the play, based on their understanding of the text. They may base their response on theme, character(s), events in the play, its appeal, 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) ‘There is no happy ending for any character in Friel’s play, *Translations*.’

To what extent do you agree or disagree with this statement? Explain your answer, supporting your points with reference to at least one character from the play.

*Based on their understanding of the play, candidates should choose at least one character and explain why they do or do not agree with the statement. They are free to present a nuanced response. Responses should make reference to the play.*

<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) Give one or more reasons why you would like to have lived in Ireland at the time in which *Translations* is set and one or more reasons why you would not like to have lived in Ireland at that time in which *Translations* is set. Your answer should demonstrate your knowledge of the text.

*Candidates should engage with both elements of the task (i) why they would and (ii) why they would not like to have lived in Ireland at the time at which the play is set. Responses should demonstrate knowledge of the text.*

Indicative material: *Candidates will choose aspects of Ireland at the time as they are revealed in the play – lifestyles: interactions between the locals and the British army: clash of cultures: inevitable changes – language, hedge school versus national school: peasant lifestyle: underlying racial tensions, 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) Imagine you are Lieutenant Yolland. Write a letter to your parents in England, describing some of your experiences in Donegal. The letter should demonstrate your knowledge of the play, *Translations*.

*Responses should be styled as a letter to parents, describing some experiences in Donegal. Answers should demonstrate knowledge of the play.*

Indicative material: *You may describe Ballybeg and compare it with your home village in England: the strange language: what I'm doing: some of the people I have met: reference to Marie, my hopes for the future, 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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**E NEVER LET ME GO – Kazuo Ishiguro**

1. (a) Describe one episode or incident that reveals what life was like at Hailsham. (10)

*Candidates should choose and describe one episode or incident from the novel that reveals what life was like at Hailsham. Their response should be based on their understanding of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words best describes Kathy?

Caring      Tragic      Innocent

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

Candidates should select the word that they think best describes the character. They should explain their choice, based on their knowledge of the novel.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Never Let Me Go*. Suggest another title that, in your opinion, would indicate to readers what the novel is about. Explain your choice with reference to the text. (10)

Candidates should offer an alternative title to the novel, based on their understanding of the text. They may base their response on theme, character(s), events in the novel, its appeal, 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) ‘Life is very difficult for Kathy, Ruth and Tommy after they leave Hailsham.’

To what extent do you agree or disagree with this statement with reference to any one of these characters? Explain your answer based on your knowledge of the novel, *Never Let Me Go*.

Candidates should choose one of the characters and argue that his/her life is or is not very difficult. They should support their argument with reference(s) to the text. A nuanced argument may be presented.

Indicative material:

*Kathy: Hard working, very conscientious: worries about people in her care: is fatalistic: realises there are no deferrals, etc.*

*Ruth: Difficult first donation: frequently changes carers – unhappy with Kathy: drifted apart from Tommy: bitter about donations: completes, etc.*

*Tommy: Retains his sense of separateness: lives in a shabby recovery centre: loses Ruth: pins all hope on deferrals, 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) Based on your study of *Never Let Me Go*, why do you think many readers find the novel upsetting or disturbing? Explain your answer, supporting your points with reference to the novel.

*Candidates should discuss why many readers find the novel upsetting or disturbing. Candidates may choose to agree or disagree with the statement, or offer a nuanced response. Responses should make reference to the novel.*

*Indicative material: The unhappy lives led by the children at Hailsham, the cruel creation of humans for the harvesting of organs: the bleak world of the text: the indifference of the general population towards the clones: the fatalism of the plot: the inevitable outcome for the characters, 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) Imagine you are Tommy. Write two diary entries: one, when you are living in Hailsham and another when you are approaching ‘completion’. Your answer should demonstrate your knowledge of the novel, *Never Let Me Go*.

*The diary is a personal/private text: language registers may be less formal (unguarded, use of colloquialisms, abbreviations, etc.) than in other texts with a more public readership. Candidates should selectively use their knowledge of the novel to support two diary entries – one while Tommy is living in Hailsham and a second one as he approaches ‘completion’. Responses should demonstrate knowledge of the novel.*

<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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## **F HOW MANY MILES TO BABYLON? – Jennifer Johnston**

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows the relationship between Alec and his mother. (10)

*Candidates should choose and describe one episode or incident from the novel that reveals the relationship between Alec and his mother. Their response should be based on their understanding of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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(b) In your opinion, which one of the following words best describes Alec?

Brave    Loyal    Sensitive

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

*Candidates should select the word that they think best describes the character. They should explain their choice, based on their knowledge of the novel.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *How Many Miles to Babylon?*. Suggest another title that, in your opinion, would indicate to readers what the novel is about. Explain your choice with reference to the text. (10)

*Candidates should offer an alternative title to the novel, based on their understanding of the text. They may base their response on theme, character(s), events in the novel, its appeal, 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) Life was very difficult for soldiers at the front line during World War I. Based on your reading of *How Many Miles to Babylon?*, what aspects of life as a soldier, in World War I, would you have found most difficult? Explain your answer, supporting your points with reference to the novel.

*Candidates should discuss the aspects of life that made life very difficult for soldiers on the front line during World War I. Responses should make reference to the novel.*

*Indicative material: Life in the trenches – the food, the bugs, the flooding: the constant gun fire – possibility of sudden death: physical and mental discomfort – the lack of humanity: harsh discipline: the army’s strict social divisions: futility of war, 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) ‘Many of the characters in *How Many Miles to Babylon?* are unhappy.’

To what extent do you agree or disagree with this statement? Explain your answer, supporting your points with reference to at least one character from the novel.

*Candidates are free to agree or disagree with the statement or to provide a more nuanced response. Responses should make reference to at least one character from the novel.*

*Indicative material: Many characters can be seen to be unhappy e.g. Alec, Jerry, Alicia and Frederick Moore. The relationship between Alicia and Frederick has broken down and there is a question as to who is Alec's father. Alec does not have a good relationship with his parents. The friendship between Alec and Jerry is not seen as acceptable. Jerry and Alec find war intolerable, 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) Imagine you are Alec. Write a letter from the front line to your father, Frederick, in which you describe some of your wartime experiences. Your letter should demonstrate your knowledge of the novel, *How Many Miles to Babylon?*

*Responses should be styled as a letter to a father, describing some war time experiences and should demonstrate knowledge of the novel.*

*Indicative material: You may describe life in the trenches: friendships – the continuing friendship with Jerry, the friendship with Bennett: physical discomfort, fear: the clash with authority: the escapes – the borrowed horses, the visit to the bar: the death of Jerry and the upcoming court martial, 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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**G SIVE – John B. Keane**

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows how much Sive dislikes Seán Dóta. (10)

*Candidates should choose and describe an incident or episode from the play which reveals how much Sive dislikes Seán Dóta. Their response should be based on their understanding of the play.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words best describes Sive's character?

Brave Obedient Tragic

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

*Candidates should select the word that they think best describes the character. They should explain their choice, supporting their response with reference to the text.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Sive*. Suggest another title that, in your opinion, would indicate to readers what the play is about. Explain your choice with reference to the text. (10)

*Candidates should offer an alternative title to the play, based on their understanding of the text. They may base their response on theme, character(s), events in the play, its appeal, 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) 'We can feel sympathy for Nanna Glavin in the play, *Sive*'

To what extent do you agree or disagree with this statement? Explain your answer, supporting your points with reference to the text.

*Candidates are free to agree or disagree with the statement or to provide a more nuanced response. Responses should be supported by reference to the play.*

*Indicative material: Agree: Nanna was scolded and provoked by Mena: threatened with the county home where she can't smoke: she loves Sive – tries to protect her: she approves of Sive's and Liam's romance: she is heartbroken by Sive's death etc. Disagree: she's cruel to Mena: she uses Pats and Carthalawn to get her own way in the in the battle for Sive: she tries to come between Mike and Mena, 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) From your study of the play *Sive*, would you like to have lived in rural Ireland at the time when the play is set? Explain your answer, support your points with reference to the play.



Candidates should base their answer on their impression of rural Ireland at the time at which the play is set. Responses should be supported by reference to the play.

*Indicative material:* Candidates will refer to aspects of rural Ireland at the time as they are revealed in the play – lifestyles: the traditional family: young peoples' lack of freedom: interactions between members of the community: love and marriage: underlying tensions, 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 that Sive managed to successfully escape from Mike and Mena's house and didn't marry Seán Dóta. Based on this information and your knowledge of play, write a piece in which you describe a possible alternative ending for the play.

*Candidates should describe a possible alternative ending for the play. The new ending should demonstrate knowledge of the play up to that point.*

<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 HOME BEFORE NIGHT** – Hugh Leonard

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows the relationship between Jack and his adoptive father. (10)

*Candidates will choose one episode or incident from the text which, in their opinion, reveals the relationships between Jack and his father. Their response should be based on their understanding of the book.*

<i>Combined Criteria ex 10</i>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words, best describes Dalkey in Jack's youth?

Exciting      Dull      Interesting

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

Candidates should select the word that they think best describes the Dalkey of Jack's youth. They should explain their choice, based on their knowledge of the text.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Home Before Night*. Suggest another title that, in your opinion, would indicate to readers what the book is about. Explain your choice with reference to the text. (10)

Candidates should offer an alternative title to the text, based on their understanding of it. They may base their response on theme, character(s), events in the text, its appeal, 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) 'Jack's narration adds to many readers' enjoyment of the story in *'Home Before Night.'*

Does Jack's narration add to your enjoyment of the story? Explain your answer, supporting your points with reference to the text.

Candidates may agree or disagree with the statement or provide a more nuanced response. Responses should be supported by reference to the text.

*Indicative material: Agree: Because readers can share in his life as a boy, an adolescent and a grown man: he tells a good story, weaving anecdotes both amusing and touching into the story: he effectively evokes a sense of the time and place in which he grew up: because it is autobiographical, the story is both engaging and authentic – readers may have had similar experiences to some of those recounted by Jack. Disagree: The story Jack has to tell is not relevant to me, my life, the world in which I live: I found the story old-fashioned and boring – Jack's narration did not engage me as a reader.*

<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) From your study of *Home Before Night*, would you like to have lived in Dalkey at the time when the story is set? Give reasons for your answer based on your knowledge of the text.

Candidates should base their answer on their impression of Dalkey at the time at which the book is set. Responses should be supported by reference to the text.

*Indicative material: the simple lifestyle, the sense of the village society: the power of the priests and brothers: the Emergency: cinema-going as the major entertainment: the drudgery of working in the civil service: steam trains and trams: lack of modern facilities and technology, 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) Imagine you are Jack. Write two diary entries: one after you've made your first confession and another one after you start working in the civil service. Your response should demonstrate your knowledge of the text, *Home Before Night*.

*The diary is a personal/private text: language registers may be less formal (unguarded, use of colloquialisms, abbreviations, etc.) than in other texts with a more public readership. Candidates should selectively use their knowledge of the text to support two diary entries – one after Jack makes his first confession and another after he begins to work in the civil service. Responses will demonstrate knowledge of the text.*

<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 MACBETH – William Shakespeare**

Answer **all** of the questions.

1. (a) Describe one episode or incident that shows Macbeth to be a violent man. (10)

*Candidates should describe one episode or incident from the play that shows Macbeth to be a violent person. References to off-stage incidents such as the murder of Duncan, Banquo, the Macduff family etc. are valid. Their response will be based on their understanding of the play.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, which one of the following words best describes Lady Macbeth?

Evil      Ambitious      Loving

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

*Candidates should select the word that they think best describes the character. They will explain their choice, based on their knowledge of the play.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. This text is entitled *Macbeth*. Suggest another title that, in your opinion, would indicate to readers what the play is about. Explain your choice with reference to the text. (10)

*Candidates should offer an alternative title to the play, based on their understanding of the text. They may base their response on theme, character(s), events in the play, its appeal, 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) ‘In *Macbeth* the female characters are not interesting.’

To what extent do you agree or disagree with the above statement? Explain your answer supporting your points with reference to at least one female character from the play.

*Candidates may agree or disagree with the statement or provide a more nuanced response. Responses should deal with at least one female character and be supported by reference to the play.*

*Indicative material: Agree: The female characters are too farfetched and incredible to be interesting; such characters do not exist in real life, etc. Disagree: The female characters are fascinating; Lady Macbeth is larger-than-life, she is the spur to her husband’s ambition, she is fearless, ruthless and ambitious, prepared to commit murder, her demise is sad despite her vicious nature, etc. Lady Macduff is brave and resolute, defending her family to the death, etc. The Witches are incredible creatures, they represent evil in a compelling way, they add to the terror and horror of the play, 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) What aspects of the play *Macbeth* do you think make it appealing to a modern audience? Explain your answer, supporting your points with reference to the text.

*Candidates should identify the aspects of the play they think make it appealing/unappealing to a modern audience and explain their answer. A nuanced response is valid. Responses should be supported by reference to the text.*

*Indicative material: Agree: The use and abuse of power, shows the consequences of unbridled ambition; the part played by the supernatural, etc. Disagree: The*

*setting so far in past; the unbelievable part played by the Witches; the difficulty of the old fashioned language for a modern audience, 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 one of the witches in the play, Macbeth. Write two diary entries: one before you meet Macbeth for the first time and another one after Macbeth's death at the end of the play. Your response should demonstrate your knowledge of the text.

*The diary is a personal/private text: language registers may be less formal (unguarded, use of colloquialisms, abbreviations, etc.) than in other texts with a more public readership. Candidates should selectively use their knowledge of the text to support their two diary entries - one about meeting Macbeth for the first and a second one after Macbeth is dead. Responses should demonstrate knowledge of the text.*

<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 2014  
(see Circular 0001/2012)  
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), mark according to the Marking Scheme taking due account of the quality of the comparative element. Then deduct half of the marks awarded.

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

**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 **reader** to refer to viewers of films and theatre audiences.

Candidates must answer **ONE** question one question from **either A Relationships or B – Theme**.

#### A RELATIONSHIPS

1. (a) Identify an important relationship in **one comparative** text you have studied. Name the text and explain why this particular relationship was important in it. (30)

*Candidates should identify one text and one important relationship and explain its importance in the text.*

<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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- (b) Identify an important relationship in at least **one other comparative text** you have studied. Name the text(s) and compare the relationship discussed in 1. (a) above with the relationship(s) in the other text(s) you have identified. (40)

*Candidates should identify a different text and one important relationship in it. The emphasis is on similarities and/or differences. This requires the candidate to make comparison(s) throughout the response.*

N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

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

2. (a) (i) Name **one** comparative text you have studied and describe one or more key moments which demonstrate the strength of one significant relationship in this text. (15)

*Candidates should describe the strength of a significant relationship, through the use of one or more key moments.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name **another** comparative text you have studied and describe one or more key moments which demonstrate the strength of a significant relationship in this text. (15)

*Candidates should describe the strength of a significant relationship in a second text, through the use of one or more key moments.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) What similarities and differences did you notice between the relationships in both of the texts you discussed in 2. (a) above? (40)

*Candidates should compare and contrast the similarities and differences between the two relationships described in 2. (i). This requires the candidate to make comparison(s) throughout the response.*

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

## B THEME

1. (a) Identify one theme common to the texts you have studied on your comparative course. Write a piece about your understanding of this theme, in **one** of the texts on your comparative course, beginning with one of the following phrases:
- The ending of the text contributed to my understanding of my chosen theme because...
  - An important character in my text contributed to my understanding of my chosen theme because...
- (30)

*Candidates should explain what they learned about their chosen theme from studying one text. Responses should deal either with how the ending of the text or an important character in the text contributed to an understanding of the theme.*

<b><i>Discrete Criteria ex 30</i></b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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- (b) ‘Readers often find the same theme appears more relevant to their lives in some texts than in others.’

With reference to the text you referred to in 1. (a) above and **at least one other** comparative text, compare the extent to which your chosen theme was relevant to your life in these texts. (40)

*Candidates should compare the extent to which their chosen theme was seen to be relevant to their own lives, with reference to the text discussed in 1. (a), above, and one other text prescribed for comparative study. This requires the candidate to make comparison(s) throughout the response.*

N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

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

2. (a) (i) Choose a theme common to the comparative texts you have studied. Name **one** of these texts and identify one key moment in it that you think captures your chosen theme. Give at least one reason why you chose this moment. (15)

*Candidates should identify one text and one theme. A key moment that captures the theme should be chosen and a reason provided for this choice.*

<b><i>Combined Criteria ex 15</i></b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name **another** comparative text you have studied and identify one key moment in this text that you think captures the same theme. Give at least one reason why you chose this moment. (15)

*Candidates should identify a second comparative text. A key moment that captures the same theme referred to in part (i) above should be chosen, and a reason provided for this choice.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) ‘Reading about the same theme in different texts can draw attention to different aspects of that theme.’

In relation to the texts you discussed in 2. (a), above, compare the way(s) in which your attention was drawn to different aspects of your chosen theme in these texts. (40)

*Candidates should compare how their attention was drawn to different aspects of the same theme in both of the texts referred to in part (a) above. This requires the candidate to make comparison(s) throughout the response.*

N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

<b>Discrete Criteria ex 40</b>	<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 aesthetic 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.

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, what impression do you form of both parents? Support your answer with reference to the poem. (10)

*Candidates should give their impression of the parents, supporting the points they make with reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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2. How does the poet suggest the passage of time in the last stanza of the poem? Explain your answer with reference to the last stanza of the poem? (10)

*Indicative material: The poet suggests the grandfather is obviously ageing as the years pass: ‘unsteady hand’, ‘shiver on the lip’; time seems to pass ever more quickly: ‘it is a tune he plays faster each year’, etc.*

<b>Combined Criteria ex 10</b>	<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 THE UNDERGROUND

1. (a) In your opinion, why did the poet choose an underground setting for this poem? Support your answer with reference to the poem. (10)

*Candidates should write about why they think the poet set the poem underground. Responses should be supported by reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Why do you think the poet compares himself to Hansel from the fairytale Hansel and Gretel in the above poem? Support your answer with reference to the poem. (10)

*Candidates should suggest reasons why Heaney makes such a comparison in the poem. Responses should be supported by reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) Choose two lines or phrases from the poem that appeal to you and explain your choice. (10)

*Candidates should identify two lines or phrases and explain why they have chosen them.*

<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) Describe the relationship between the poet, Seamus Heaney, and his wife evident in this poem. Support your answer with reference to the poem.

*Supporting their response with reference to the poem, candidates should describe the relationship evident between the poet and his wife in the poem e.g. uncertain, novel, loving, new, exciting, etc.*

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

- (ii) Write a piece about this poem beginning with the following:

I think “The Underground” is a wonderful love poem because...

Support your answer with reference to the poem.

*Candidates should write about their view of ‘The Underground’ as a love poem. Responses should be supported by reference to the poem.*

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

- (iii) There are three poems by Seamus Heaney on your Leaving Certificate English course: ‘The Underground’, ‘A Constable Calls’ and ‘A Call’. Which of these poems by Seamus Heaney do you most enjoy? Explain your answer by reference to at least one of these poems.

*Candidates should identify their preferred/favourite poem on the course and explain their choice, supporting the points they make with reference to at least one poem by Seamus Heaney.*

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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## B POEMS FOR BREAKFAST

1. (a) What evidence can you find in stanza two of this poem to show that Enda Wyley loves poetry? Support your answer with reference to the poem. (10)

*Candidates should provide evidence from stanza two to support the assertion that Enda Whyley loves poetry e.g. she refers to certain poems as 'favourites', she describes the poems on the table as 'secret gifts' and 'rhythms to last the whole day long', etc.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) This poem is entitled "Poems for Breakfast". Suggest a different title that you think would be a suitable one for the poem. Support your choice with reference to the poem. (10)

*Candidates should suggest a suitable alternative title for the poem. Responses should be supported by reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (c) Choose two lines or phases from the poem that appeal to you and explain your choice. (10)

*Candidates will choose two lines or phrases and explain why they have chosen them.*

<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) Which of the following word or words would you choose to describe the language used by the poet in this poem.

Everyday    Descriptive    Appealing

Support your answer with reference to the poem.

*Candidates should select the word(s) that they think best describes the language used by the poet in the poem. Responses should be supported by reference to the poem.*

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

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

- A collection of poems about family life.
- A collection of poems about poets.
- A collection of poems about everyday life.

Explain your answer with reference to the poem.

*Candidates should express and support their point of view with reference to one of the above options. Responses should be supported by reference to the poem.*

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

(iii) From your reading of this poem, what impression do you form of the poet's lifestyle and personality? Support your answer with reference to the poem.

*Candidates should outline their impression of the poet's lifestyle e.g. relaxed, literary, image of untidy but comfortable household, etc. Responses should be supported by reference to the poem.*

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

1. (a) What feelings are expressed by the poet in the first three stanzas of this poem? Support your answer with reference to the poem. (10)

*Candidates should write about the feelings expressed by Sylvia Plath in the first three stanzas of the poem e.g. love for her new-born child, love, hope, longing for the child's happiness, etc. Responses should be supported by reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) What feelings are expressed by the poet in the last stanza of this poem?  
Support your answer with reference to the poem. (10)

*Candidates should write about the feelings expressed by the poet in the final stanza of the poem e.g. sadness, desperation, hopelessness, despair, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (c) Choose two lines or phrases from the poem that appeal to you and explain your choice. (10)

*Candidates will choose two lines or phrases and explain why they have chosen them.*

<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) You have been asked to make a short video to accompany a reading of this poem on YouTube. Describe some of 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.

*Candidates should describe the video they would make to accompany a reading of the poem. The video might feature, as appropriate: actions, settings, sound effects, characters, voice-over, different angles, music, special effects, still images, image distortion/enhancing techniques, fading, zooming in/out, etc. Responses should demonstrate knowledge of the poem.*

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

- (ii) Which of the following word or words would you choose to describe the language used by the poet in this poem.

Unusual      Descriptive      Appealing

Support your answer with reference to the poem.

*Candidates should select the word(s) that they think best describes the language used by the poet in the poem. Responses should be supported by reference to the poem.*

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

- (iii) There are three poems by Sylvia Plath on your Leaving Certificate English course: “Poppies in July”, “The Arrival of the Bee Box” and “Child”. Which of these poems by Sylvia Plath do you most enjoy? Explain your answer by reference to at least one of these poems.

*Candidates should identify their preferred/favourite poem on the course and explain their choice, supporting the points they make with reference to at least one poem by Sylvia Plath.*

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

1. (a) Describe the mood of the poet in the first sixteen lines of this poem. Support your answer with reference to the poem. (10)

*Candidates should describe the mood of the poet in the first sixteen lines of the poem. Responses should be supported by reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) What advice does the poet offer himself in lines seventeen to thirty-two of this poem? Support your answer with reference to the poem. (10)

*Candidates should outline the advice Herbert offers himself in lines seventeen to thirty-two of the poem. Responses should be supported by reference to the poem.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (c) What happens in the last four lines of the poem? Support your answer with reference to the text. (10)

*Candidates should write about their understanding of the last four lines of the poem. Responses should be supported by reference to the poem.*

<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) What impression of the poet, George Herbert, do you form from your reading of this poem “The Collar”?

Support your answer with reference to the poem.

*Candidate should give their impression of the sort of person Herbert was, basing their understanding on their knowledge of the poem. Responses should be supported by reference to the poem.*

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

- (ii) George Herbert died in 1633. Do you think his poem, “The Collar” still has meaning for readers today? Explain your response with reference to the poem.

*Candidates will discuss the extent to which they find Herbert’s poem, ‘The Collar’ relevant for people today. Responses should be supported by reference to the poem.*

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

- (iii) Which of the following word or words would you choose to describe the language used by the poet in this poem?

Powerful                  Disturbing                  Prayerful

Support your answer with reference to the poem.

*Candidates should select the word(s) that they think best describes the language used by the poet in the poem. Responses should be supported by reference to the poem.*

<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>	<b>Purpose 30%</b>	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	<b>Coherence 30%</b>	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	<b>Language 30%</b>	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	<b>Mechanics 10%</b>	8 - 10	7 - 8	5 - 6	4 - 5	3 - 4	1 - 2	0
		<i>70</i>						
<b>70</b>	<b>Purpose 30%</b>	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
	<b>Coherence 30%</b>	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
	<b>Language 30%</b>	18 - 21	15 - 17	12 - 14	8 - 11	5 - 7	2 - 4	0 - 1
	<b>Mechanics 10%</b>	6 - 7	5	4	3	2	1	0
		<i>60</i>						
<b>60</b>	<b>Purpose 30%</b>	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
	<b>Coherence 30%</b>	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
	<b>Language 30%</b>	15 - 18	13 - 14	10 - 12	7 - 9	5 - 6	2 - 4	0 - 1
	<b>Mechanics 10%</b>	6	5	4	3	2	1	0
		<i>50</i>						
<b>50</b>	<b>Purpose 30%</b>	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
	<b>Coherence 30%</b>	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
	<b>Language 30%</b>	13 - 15	11 - 12	9 - 10	6 - 8	4 - 5	2 - 3	0 - 1
	<b>Mechanics 10%</b>	5	4	3	2	1	0	0
		<i>40</i>						
<b>40</b>	<b>Purpose 30%</b>	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
	<b>Coherence 30%</b>	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
	<b>Language 30%</b>	11 - 12	9 - 10	7 - 8	5 - 6	3 - 4	1 - 2	0
	<b>Mechanics 10%</b>	4	3	2	1	0	0	0
		<i>30</i>						
<b>30</b>	<b>Purpose 30%</b>	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	<b>Coherence 30%</b>	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	<b>Language 30%</b>	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	<b>Mechanics 10%</b>	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
<b>20</b>	<i>Purpose &amp; Coherence 60% (12)</i>						
		17 - 20	14 - 16	11 - 13	8 - 10	5 - 7	0 - 4
	<i>Language &amp; Mechanics 40% (8)</i>						
<b>15</b>	<i>Purpose &amp; Coherence 60% (9)</i>						
		13 - 15	11 - 12	8 - 10	6 - 7	3 - 5	0 - 2
	<i>Language &amp; Mechanics 40% (6)</i>						
<b>10</b>	<i>Purpose &amp; Coherence 60% (6)</i>						
		8 - 10	7 - 8	5 - 6	4 - 5	2 - 3	1
	<i>Language &amp; Mechanics 40% (4)</i>						

**A = 340 - 400**  
**D = 160 - 219**

**B = 280 - 339**  
**E = 100 - 159**

**C = 220 - 279**  
**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.

