



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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
- sustain the response in an appropriate manner over the entire answer
- manage and control language appropriate to the task
- 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.

Given the primacy of Clarity of Purpose (P), marks awarded for either Coherence of Delivery (C) or Efficiency of Language Use (L) cannot exceed the marks awarded for Clarity of Purpose.

Marks for Accuracy of Mechanics (M) should be awarded in line with the candidate's proficiency in this area.

The indicative material provided in the marking scheme is not exhaustive and all appropriate valid answers should be marked according to their merits, using the criteria for assessment outlined above. If you are unsure of the validity of any answer, please contact your Advising Examiner.

The list of texts prescribed for assessment in 2016 is set out in DES Circular 0021/2014

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).

PAPER 1

SECTION I COMPREHENDING (100 marks)

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

TEXT I – A TRAVEL BLOG

Question A – 50 marks

- (i) From reading this blog, and looking at the two images and their captions, what impression do you form of the bloggers, Chris and Anna? Support your answer with reference to the text. (15)

Candidates should outline the impression they form of the bloggers, Chris and Anna, by reading the blog, and looking at the two photographs and their captions. Answers may deal with Chris and Anna individually or as “the bloggers”. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: have a sense of humour; youthful; look fit; relaxed; happy; observant; adventurous; environmentally conscious; friendly; seasoned travellers; practically minded, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you think that Chris and Anna formed a mainly positive or a mainly negative view of China? Support your answer with reference to the text. (15)

Candidates may consider both possibilities but should indicate whether they think Chris and Anna formed a mainly positive or mainly negative view of China. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** - full of life; beautiful; charming old city neighbourhoods; welcoming people; calm: atmospheric sights; lots to see; easy to get around; bi-lingual signposts; clean public toilets; receipts from taxi drivers, etc. **Negative** – pollution; over-crowded tourist sites; ticket touts; Forbidden City disappointing, etc.*

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine that you are one of the bloggers, either Chris or Anna, and you are travelling in Ireland. Write an entry for your blog, in which you record some of your experiences and your views on Ireland. (10)

Candidates should write a blog entry, writing as either Chris or Anna. The entries should relate to travels in Ireland, recording experiences and views on Ireland. Considerable leeway may be permitted in format, while the language and register may be quite informal, a blog should be suitable for public consumption. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) If you were planning a trip, either in Ireland or abroad, do you think you would find social media (such as travel blogs, Facebook, etc.) useful when planning and organising your trip? Explain your answer. (10)

Candidates should explain whether they would find any form or aspect of social media useful when planning and organising a trip away, either in Ireland or abroad. Candidates are free to agree or disagree (or both) that they would find social media useful in the circumstances. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Social media useful** – a great research tool; source of advice; travel tips and experience from fellow travellers; revealing reviews of accommodation, restaurants; a cheap, readily available source of information, etc. **Social media not useful** – can be misleading; not all posts on social media are honest/accurate; better sources of advice/information available in guidebooks, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

A travel company is running a competition for Leaving Certificate students. The prize is a post-examination holiday to a destination chosen by the winner. Entrants are required to outline where they would like to go, give reasons why they would like to travel there, and explain why they deserve to win the holiday. Write the **competition entry** you would submit.

Candidates should write a piece suitable as an entry for the competition outlined above. All elements of the task should be attempted; giving an outline of where they would like to go, why they would like to travel there, and why they deserve to win the holiday. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 2 - TWO DIARIES FROM 1916

Question A – 50 marks

- (i) From your reading of Seosamh De Brún’s diary extracts, describe the mood amongst the Volunteers, and the conditions they experienced inside Jacob’s Biscuit Factory. Support your answer with reference to the text. (15)

Candidates should describe the mood amongst the volunteers, and the conditions they experienced inside Jacob’s Biscuit Factory, based on their reading of the text. Allow for a broad interpretation of “mood” and “conditions”. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

*Indicative material; **Mood**: varied – some fearful and nervous; some brave and hopeful; calm; reconciled to their position/fate; good news lifted spirits; highly strung, etc.*

***Conditions**: a “vast” place; barricades erected; calm/peaceful atmosphere; possible to sleep; basic conditions; plenty provisions/food; washing facilities available, etc.*

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) What similarities and differences do you notice between the experiences recorded by De Brún and Lomas in their diaries above? Support your answer with reference to the text. (15)

Candidates should outline the similarities and differences they notice between the experiences recorded by De Brún and Lomas in their diaries. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Similarities:** both called into action suddenly; food and sleep are referred to by both men; both mention tiredness; both wrote of coming under fire and building barricades, etc.*

***Differences:** Lomas a professional soldier/ De Brún a volunteer; Lomas had to travel from the U.K./ De Brún local; De Brún writes about feeling nervous and excited/Lomas does not; De Brún more descriptive than Lomas; Lomas notes the British soldiers were welcomed by the people of Dublin/ De Brún observes that the volunteers were not, etc.*

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine that you are Paddy Callan, a friend and fellow Volunteer mentioned by Seosamh De Brún. Based on what you have read above, write your own diary entry recording your feelings and experiences on any one of the dates given above. (10)

Candidates should write a diary entry for either April 24th/25th/26th or 27th, 1916. Within reason, historical accuracy is not required but the writing should be appropriate to the character and for the task specified. Candidates are required to take the text provided into consideration but are free to deviate from it e.g. deviating from the diarist's account of Paddy Callan's experiences. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) What can you learn about the people and events of 1916 from reading the diary entries above that you might not learn from other sources, such as newspaper reports or history textbooks? Support your answer with reference to the text. (10)

Candidates should state what they learn about the people and events of 1916 from reading the diary entries that they might not learn from other sources such as newspaper reports or history textbooks. Consideration should be given to the quality of all aspects of the response.

Indicative material: diary entries may provide more personal insights than other sources; we learn about how the people involved felt, their own view of what was happening and their hopes and fears; the emphasis on mundane matters such as food, cigarettes, washing, shaving, tiredness etc. is typical of a diary; we get immediate eye-witness accounts; we hear from “ordinary” people, perhaps not considered important enough to be recorded in newspapers, history textbooks, etc.; not necessarily the “official” view of what happened, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

Imagine that you are a journalist in 1916. Based on the diary extracts above, write a **newspaper article**, either broadsheet or tabloid, in which you report on the events that took place in Dublin between the 24th and the 27th of April, 1916.

The material should be shaped as a newspaper article, either broadsheet or tabloid, reporting on the events of the Easter Rising outlined in the text. Candidates are free to supplement this material, although this is not required. The journalistic fundamentals of who?; where?; why? ; what?; when? should be evident. A headline is required. Language, tone and register should be appropriate to the task. Consideration should be given to the quality of all aspects of the response, etc.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 3 - KEEPING A DIARY

Question A – 50 marks

- (i) What do you learn about Michael Palin from reading the above text?
Support your answer with reference to the text. (15)

Candidates should record what they learn about Michael Palin from the text provided. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: famous as a member of the Monty Python comedy group and for TV travel documentaries; he has kept a diary every day since 1969; he is 72 and a half years old; He is a writer; likes to keep lists; has famous friends; is married; tries to spend a maximum of 30 minutes a day writing his diary; prefers a written diary to an online blog; etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) In the above extract, Michael Palin suggests many reasons why keeping a diary is a good idea. Outline three of the reasons he gives. Support your answer with reference to the text. (15)

Candidates should outline three of the reasons given by Michael Palin for keeping a diary. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: it records events that would otherwise be forgotten or misremembered; it is a truthful record of real life; it is a good exercise for would-be writers; it can be used as evidence in arguments; it brings experiences into sharp focus; it is good for mental health; it doesn't take up much time; things that seem insignificant when first written can be more interesting/important in the future; it is a record of our lives; the details of our lives will not be forgotten; it "offers your life back to you", etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine that you have found an old diary that you kept when you were in First Year in secondary school. In it you recorded the feelings and experiences that were important to you at that time. Write an entry from that diary. (10)

Candidates should write an entry from their "rediscovered" First Year diary. The content and register should be appropriate to the task. The language and register may be quite informal and, while considerable leeway may be permitted in format, the writing should be recognisable as a diary entry. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Having read the above article, you decide to keep a daily diary. Would you prefer to keep a private notebook or to create an online blog to share with others? Explain your answer. (10)

Candidates should state whether they would prefer to keep their diary in a private notebook or as on online blog, and explain their preference. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Notebook** – more private; possible to be more honest about true thoughts and feelings without an audience; might be embarrassed to reveal true thoughts, feelings and experiences publicly, etc. **Blog** – more modern; inkeeping with an online life style; familiar/comfortable with sharing information online through using social media, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

Write an **article**, to appear either in your school magazine or on your school’s website, in which you offer advice to your fellow students on finding a part-time job for the summer holidays. Your advice should include tips about where to find work, how to make a successful application and how to prepare for an interview.

Candidates should write an article, suitable for publication in a school magazine or on a school’s website, offering advice on finding a part-time job for the summer holidays. The language and register may be quite informal but should be appropriate to the task. All aspects of the question must be addressed, although not necessarily equally. Consideration should be given to the quality of all aspects of the response.

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

COMPOSING

(100 marks)

General.

The composition assignments (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, Michael Palin warns us that we may get discouraged by days when nothing seems to happen.

Write a personal essay about the pleasures of life's lazy days.

Candidates should write a personal essay about the pleasures of life's lazy days. Allow for a broad interpretation of "pleasures" and "lazy days". 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. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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2. Chris and Anna go on an exciting journey in TEXT 1.

Write a short story in which the main character goes on an exciting journey and learns some valuable lessons along the way.

Candidates should write a short story in which the main character goes on an exciting journey, and learns some valuable lessons along the way. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment or moments of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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3. TEXTS 1, 2 and 3 all feature or refer to diary entries.

Imagine that it is the year 3016 and you are living in a city on Mars. Write three diary entries in which you describe the world in which you live, give details of your daily life and your hopes for the future.

Candidates should write three diary entries about their life on Mars. The three aspects required need to be addressed but not necessarily equally; description of their world, their daily life and their hopes for the future. Candidates should write in diary format from the 'I' perspective – the register personal, etc. Expect elements of narrative and descriptive language. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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4. Kindness is mentioned in TEXT 2.

Write a personal essay about your own experience of any two of the following: kindness; patience; generosity; tolerance and forgiveness.

Candidates should write a personal essay about their own experience of any two of the following: kindness; patience; generosity; tolerance and forgiveness. 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. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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5. Chris and Anna learn about many different aspects of China while on their travels in TEXT 1.

Write an article for a travel magazine, in which you encourage young people to visit Ireland, telling them why they should come here, and what you recommend they should see and do during their visit.

Candidates should write an article, suitable for publication in a travel magazine and appealing to a youthful audience. In it they should encourage young people to visit Ireland, telling them why they should come here and what they recommend they should see and do during their visit. An article can be discursive/persuasive/ anecdotal/an opinion piece/ a 'colour' piece. Layout may include headings, sub-headings, etc. Language register(s) may be a little relaxed, appropriate to a broad audience, etc. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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6. TEXT 2 features two men who hold opposing points of view.

Write a short story which features two characters who hold opposing points of view.

Candidates should write a short story which features two characters who hold opposing points of view. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment or moments of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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7. In TEXT 3, Michael Palin says he is glad he persevered and continued writing his diary.

Write a speech, to be delivered to your class, in which you talk about at least one occasion in your life when you were glad you persevered with something.

Candidates should write a speech, suitable for delivery to classmates, in which they talk about at least one occasion in their lives when they were glad they persevered with something. Expect the writing to be shaped as a speech. The tone and register may be a little relaxed and/or informal given the youthful audience. Expect candidates to respond in a variety of ways. Allow for a broad interpretation of “persevered”. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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Paper 2

Section I

Single Text

60 Marks

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.

Note 1: In answering on *Big Maggie* by John B. Keane, candidates may refer to either the 1969 or the 1988 versions of the play.

A CIRCLE OF FRIENDS – Maeve Binchy

Answer **all** of the questions.

1. Give two pieces of evidence from the novel to show that life is sometimes difficult for Eve Malone. (10)

Candidates should give two pieces of evidence from the novel to show that life is sometimes difficult for Eve Malone. Consideration should be given to the quality of all aspects of the response.

Indicative material: her parents are dead; her mother’s family rejected her; teased by other children; the nuns cannot afford to pay for her to go to university, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Simon Westward has a mainly positive or a mainly negative impact on Nan Mahon? Give one reason for your answer. (10)

Candidates should give one reason to show whether Simon Westward has a mainly positive or a mainly negative impact on Nan Mahon. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** – he builds her confidence in dealing with men, etc. **Negative** - he encourages her to continue sleeping with him, leading to her becoming pregnant; her morally bankrupt behaviour towards Jack is a direct result of Simon’s influence; he is happy to meet her using Eve’s cottage without permission, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from the novel that you think would disapprove if he or she knew about Nan and Simon's secret relationship. Explain why you think this character would disapprove of this relationship. (10)

Candidates should name a character from the novel who they think would disapprove if he or she knew about Nan and Simon's secret relationship and explain why they think this character would disapprove of this relationship. Consideration should be given to the quality of all aspects of the response.

*Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Eve** – knows from experience that Simon's family do not approve of mixed relationships and therefore would be aware that Simon was merely using Nan; her parents' cottage was being used by Simon and Nan for their secret meetings, etc.*

***Benny** – Knew Nan had used Eve's connections to engineer the relationship, etc. **The Hogans, Kit Hegarty, the Nuns** – since they all uphold traditional values, the issue of Nan and Simon's sexual relationship would elicit disapproval from them all, etc.*

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

- (i) 'Family is important in the novel *Circle of Friends*.'

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Candidates are free to argue that family is not important in the text but must deal with the issue of family in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: various families make an important contribution to the novel – those of the three girls (Benny Hogan, Eve Malone and Nan Mahon), the Foleys and the Westwards. Eve is orphaned but finds a surrogate family in the nuns; the Westwards are portrayed as a dysfunctional family having disowned Eve's mother, etc.

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

- (ii) You have been asked to recommend a novel to your school Book Club. Explain why you would or would not recommend *Circle of Friends* to the Book Club readers. Your recommendation should demonstrate your knowledge of the novel.

Candidates should explain why they would or would not recommend the text to their school Book Club. The answer should demonstrate their knowledge of the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Recommend/not recommend for reasons related to: plot; characters; setting; themes; language; accessibility, etc.

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

- (iii) Imagine that you are Mother Frances. Write two diary entries: one dealing with Eve Malone's arrival in the convent as a child, and another about your hopes for Eve's future after she moves to Dublin. Your diary entries should demonstrate your knowledge of the novel.

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, from the perspective of Mother Frances – one dealing with Eve Malone's arrival and another detailing her hopes for Eve's future after she moves to Dublin. Responses should demonstrate knowledge of the novel. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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B WUTHERING HEIGHTS – Emily Brontë

Answer **all** of the questions.

1. Give two pieces of evidence from the novel to show that life is sometimes difficult for Hareton Earnshaw. (10)

Candidates should give two pieces of evidence from the novel to show that life is sometimes difficult for Hareton Earnshaw. Consideration should be given to the quality of all aspects of the response.

Indicative material: his abusive father, Hindley; lack of education; Heathcliff exerting negative power over him; Cathy and Linton's treatment of him; Heathcliff's death, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Catherine Earnshaw has a mainly positive or a mainly negative impact on Heathcliff? Give one reason for your answer. (10)

Candidates should give one reason to show whether Catherine Earnshaw has a mainly positive or a mainly negative impact on Heathcliff. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Negative** – she comes between him and Mr Earnshaw when the old man is ill; her enchantment with the elegance and grace of the Linton’s and her ambition to better herself hurts his feelings; he confronts her on the amount of time she spends on Edgar; her acceptance of Edgar’s proposal; she arouses an uncontrolled passion in him expressed in violent ways; he is tormented by their unfulfilled relationship, etc. **Positive** – she befriends him when he feels lonely and isolated; he can turn to her for comfort; she educates him; she provides him with a passion that transcends social boundaries, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from the novel that disapproves of the relationship between Heathcliff and Catherine Earnshaw. Explain why this character disapproves of this relationship. (10)

Candidates should name a character from the novel who disapproves of the relationship between Heathcliff and Catherine Earnshaw and explain why this character disapproves of this relationship. Consideration should be given to the quality of all aspects of the response.

*Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Hindley** – he desires that his sister bring honour to the family by an alliance with the Lintons. **Edgar** – he is Heathcliff’s rival for Catherine’s love. **Isabella** – she believes that Heathcliff’s love for Catherine prevents him from loving her, etc.*

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

- (i) ‘Social class is important in the novel *Wuthering Heights*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Candidates are free to argue that social class is not important in the text but must deal with the issue of social class in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: Heathcliff is regarded as socially inferior due to his dubious origins; Catherine tells Nellie that it would demean her to marry Heathcliff; the Lintons are portrayed as the social superiors of the Earnshaws and Heathcliff; strict social hierarchy is evident in the novel between servants, such as Nellie and Joseph, and their masters, etc.

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

- (ii) You have been asked to recommend a novel to your school Book Club. Explain why you would or would not recommend *Wuthering Heights* to the Book Club readers. Your recommendation should demonstrate your knowledge of the novel.

Candidates should explain why they would or would not recommend the text to their school Book Club. The answer should demonstrate their knowledge of the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Recommend/not recommend for reasons related to: plot; characters; setting; themes; language; accessibility, etc.

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

- (iii) Imagine that you are Edgar Linton. Write two diary entries: one dealing with your wedding to Catherine Earnshaw and another giving your reaction to Heathcliff's return. Your diary entries should demonstrate your knowledge of the novel.

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, from the perspective of Edgar Linton – one dealing with his wedding to Catherine Linton and another giving Linton's reaction to Heathcliff's return. Responses should demonstrate knowledge of the novel. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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C THE GREAT GATSBY - F. Scott Fitzgerald

Answer **all** of the questions.

1. Give two pieces of evidence from the novel to show that life is sometimes difficult for Jay Gatsby. (10)

Candidates should give two pieces of evidence from the novel to show that life is sometimes difficult for Jay Gatsby. Consideration should be given to the quality of all aspects of the response.

Indicative material: difficult start to life – born into a poor farming background; estranging himself from his family; losing out on inheriting Dan Cody's fortune; having to fight in World War 1; impossible task of winning back Daisy; inability to handle reality, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Tom Buchanan has a mainly positive or a mainly negative impact on Myrtle Wilson? Give one reason for your answer. (10)

Candidates should give one reason to show whether Tom Buchanan has a mainly positive or a mainly negative impact on Myrtle Wilson. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** – allows Myrtle to have access to luxury goods; presents her with an opportunity to escape the harsh reality of her twelve year marriage, etc. **Negative** – physically abuses her – breaks her nose; only using her for his sexual satisfaction; lies to her; sees her as disposable, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from the novel that you think would disapprove if he or she knew about Tom and Myrtle's relationship. Explain why you think this character would disapprove of this relationship. (10)

Candidates should name a character from the novel who they think would disapprove if he or she knew about Tom and Myrtle's relationship and explain why they think this character would disapprove of this relationship. Consideration should be given to the quality of all aspects of the response.

*Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **George Wilson** – would see it as the ultimate betrayal of trust. He loves and adores Myrtle so would be devastated if he discovered this infidelity. **Daisy Buchanan** – would disapprove because Tom is her husband, Myrtle is from the lower class and resides in the Valley of Ashes. It would be deeply embarrassing for her if this affair was revealed in her social circle, etc.*

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

(i) ‘Loyalty is important in the novel *The Great Gatsby*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Consideration of loyalty/disloyalty (the absence of loyalty) may mix and mingle. Candidates are free to argue that loyalty is not important in the text but must deal with the issue of loyalty in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: Agree – Gatsby was loyal and devoted to Daisy – he took the blame for Myrtle’s death as a means of protecting Daisy; Nick Carraway was loyal, where possible, to his friends – at the end of the novel he assumes the responsibility for making Gatsby’s final arrangements; Daisy promised Gatsby that she would wait for him but married Tom in 1919; Daisy cheats on her husband; Tom cheats on Daisy, etc.

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

(ii) You have been asked to recommend a novel to your school Book Club. Explain why you would or would not recommend *The Great Gatsby* to the Book Club readers. Your recommendation should demonstrate your knowledge of the novel.

Candidates should explain why they would or would not recommend the text to their school Book Club. The answer should demonstrate their knowledge of the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Recommend/not recommend for reasons related to: plot; characters; setting; themes; language; accessibility, etc.

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

(iii) Imagine that you are Nick Carraway. Write two diary entries: one giving the impression you form when you first meet Jay Gatsby and another about Gatsby’s death. Your diary entries should demonstrate your knowledge of the novel.

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, from the perspective of Nick Carraway – one when Nick first meets Jay Gatsby and another about Gatsby’s death. Responses should demonstrate knowledge of the novel. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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D TRANSLATIONS – Brian Friel

Answer **all** of the questions.

1. Give two pieces of evidence from the play to show that life is sometimes difficult for Manus O’Donnell. (10)

Candidates should give two pieces of evidence from the play to show that life is sometimes difficult for Manus O’Donnell. Consideration should be given to the quality of all aspects of the response.

Indicative material: he is lame; has had to care for his father like an unpaid servant; feels he cannot apply for the job of schoolmaster; is in love with Maire but feels unable to marry her; loses Maire to Yolland; realises famine is on the way; sees his brother working for the English; may be suspected of Yolland’s disappearance, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Lieutenant Yolland has a mainly positive or mainly negative effect on Maire? Give one reason for your answer. (10)

Candidates should give one reason to show whether Lieutenant Yolland has a mainly positive or a mainly negative effect on Maire. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** – helps her to get over the disappointment of losing Manus; she falls in love and is happy; gives her a choice in life apart from emigration; helps her to realise that she does not really need language to be understood, etc. **Negative** – finalises her split from Manus; she is devastated when Yolland goes missing; goes from being a confident, out-going young woman to an uncertain shadow of her former self, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from *Translations* that you think would disapprove of the relationship between Maire and Yolland. Explain why you think he or she would disapprove of this relationship. (10)

Candidates should name a character from the novel who they think would disapprove of the relationship between Marie and Yolland and explain why they think this character would disapprove. Consideration should be given to the quality of all aspects of the response.

*Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Manus** – because he loved Maire; **Sarah** – because she loved Manus and would not want to see him hurt; **Captain Lancey** – would not want his men involved with the locals, etc.*

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

- (i) ‘Language is important in the play *Translations*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Candidates are free to argue that language is not important in the text but must deal with the issue of language in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: many aspects of the play, including the plot, relationships between many of the characters, etc. revolve around language; language helps define individual characters – Manus is Irish speaking, Lancey speaks English, Owen/Roland acts as an intermediary between both languages; language helps delineate the past (Irish) from the future (English), the powerful and colonialism (English) from the powerless and colonised (Irish); different languages feature in the play – the rich, varied language of the hedge school, Doalty’s and Briget’s rural slang, Hugh’s pompous utterances, Greek and Latin references; Lancey’s language seems formal and static; English is the language of the future, needed for emigration, Irish a language of the past like Latin or Greek, etc.

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

- (ii) You have been asked to recommend a play to be performed by the Transition Year class in your school. Explain why you would or would not recommend *Translations* for this purpose. Your recommendation should demonstrate your knowledge of the play.

Candidates should explain why they would or would not recommend “Translations” as a play to be performed by the Transition Year class in their school. Their recommendation should demonstrate their knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Indicative material: Candidates may choose to recommend or not recommend the play for reasons related to: the plot; the characters required may or may not suit the TY class member; the themes explored in the play; its relevance/irrelevance to their lives/experience; possible difficulties involved, etc.

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

(iii) Imagine that you are Captain Lancey. Write two diary entries: one giving your first impressions on arriving in Ireland and another about Lieutenant Yolland’s disappearance and your reaction to this event. Your diary entries should demonstrate your knowledge of the play.

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 play to support two diary entries, from the perspective of Captain Lancey – one giving Captain Lancey’s first impressions on arriving in Ireland and another giving his reaction to the disappearance of Lieutenant Yolland. Responses should demonstrate knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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E BIG MAGGIE – John B. Keane See Note 1

Answer **all** of the questions.

1. Give two pieces of evidence from the play to show that life is sometimes difficult for Gert Polpin. (10)

Candidates should give two pieces of evidence from the play to show that life is sometimes difficult for Gert Polpin. Consideration should be given to the quality of all aspects of the response.

Indicative material: her mother refuses to allow her put a wreath on her father’s grave; her mother slaps her; her mother points out that Kate was Walter’s favourite daughter; she is the most naïve of the children; Teddy Heelin tries to take advantage of her; she witnesses her mother seducing Teddy Heelin, resulting in her moving to England, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Maggie Polpin has a mainly positive or a mainly negative impact on her son, Maurice? Give one reason for your answer. (10)

Candidates should give one reason to show whether Maggie Polpin has a mainly positive or a mainly negative impact on her son, Maurice. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Negative** – he is made to work on the farm for pocket money; he postpones his marriage to Mary Madden as he believes Maggie will give him the farm; he has to beg his mother for the farm when Mary falls pregnant; despite his love of the land, he is forced to leave for England, etc. **Positive** – Maggie believes she is saving him from being trapped by the Madden family; she teaches him the value of hard work, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from the play who you think disapproves of Maggie's behaviour towards Maurice. Explain why you think this character disapproves of Maggie's behaviour. (10)

Candidates should name a character from the play who they think disapproves of Maggie's behaviour towards Maurice and explain why they think this character disapproves of Maggie's behaviour. Consideration should be given to the quality of all aspects of the response.

*Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Mary Madden and her mother** – they believe Maggie should give Maurice the farm so that he can support Mary. **Kate** – comes to the shop to plead Maurice's case, etc.*

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

- (i) 'Family is important in the play *Big Maggie*.'

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Candidates are free to argue that family is not important in the text but must deal with the issue of family in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: the play is based on the story of the unhappy Polpin family; family has a very negative impact on all the Poplins – Maggie was abused by her

husband Walter; Maggie’s attempts to control her children has negative consequences for all involved; there is minimal loyalty in the Polpin family – Walter had numerous affairs and allegedly illegitimate children; Maurice remains silent when Liam leaves; Kate was Walter’s favourite; there is resentment between Kate and Gert; the Madden family also feature in the play – Maggie believes this family is inferior to her own; Mary Madden’s mother supports her in her efforts to get Maggie to sign over the farm to Maurice, etc.

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

- (ii) You have been asked to recommend a play to be performed by the Transition Year class in your school. Explain why you would or would not recommend *Big Maggie* for this purpose. Your recommendation should demonstrate your knowledge of the play.

Candidates should explain why they would or would not recommend “Big Maggie” as a play to be performed by the Transition Year class in their school. Their recommendation should demonstrate their knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Indicative material: Candidates may choose to recommend or not recommend the play for reasons related to: the plot; the characters required may or may not suit the TY class members; the themes explored in the play; its relevance/irrelevance to their lives/experience; possible difficulties involved, etc.

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

- (iii) Imagine that you are Mary Madden. Write two diary entries: one dealing with your encounter with Maggie Polpin in her shop and another about your wedding to Maurice Poplin. Your diary entries should demonstrate your knowledge of the play.

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 play to support two diary entries, from the perspective of Mary Madden – one dealing with Mary’s encounter with Maggie Polpin in her shop and another about her wedding to Maurice. Responses should demonstrate knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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F HOME BEFORE NIGHT – Hugh Leonard

Answer **all** of the questions.

1. Give two pieces of evidence from the text to show that life is sometimes difficult for Jack Keyes Byrne. (10)

Candidates should give two pieces of evidence from the text to show that life is sometimes difficult for Jack. Consideration should be given to the quality of all aspects of the response.

Indicative material: the incident on the Royal Iris and on the train home when Mag was inebriated; Loreto Convent and his Da's confrontation with Sister Ita; the confession box episode with Father Creedon; 'Killing' Mrs Kelly and his subsequent decision to break the remainder of the commandments; early days in Presentation College; encounter with Devaney when volunteering as an auxiliary policeman; achieving independence and personal autonomy from Mag; working in the Land Commission – particularly the fraught relationship with Mr Drumm, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Mr Drumm has a mainly positive or a mainly negative impact on Jack Keyes Byrne? Give one reason for your answer. (10)

Candidates should give one reason to show whether Mr Drumm has a mainly positive or a mainly negative impact on Jack Keyes Byrne. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** – warned Jack about his unsuitability as a civil servant when they first met; took Jack under his wing and treated him as a 'confidant'; inducted him to the ways of the Land Commission office; advised him on becoming a writer; emotional when Jack resigns despite the several years of enmity; great welcome for Jack and his daughter at his house, etc. **Negative** – cynical and needlessly hurtful to Jack; a tyrant at work; unexplained hostility to Jack; complained about Nick in his old age, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from *Home Before Night* that you find amusing. Explain why you find this character amusing. (10)

Candidates should name a character from "Home Before Night" that they find amusing and explain why they think this character is amusing. Consideration should be given to the quality of all aspects of the response.

Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. The grandmother; Sonny; Nick; Father Creedon; Oliver; John; Dinkie Meldrum; Brothers Seraphim and Athanasius; Mammy Reilly, etc.

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

(i) ‘Relationships are important in the book *Home Before Night*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Candidates are free to argue that relationships are not important in the text but must deal with the issue of relationships in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: Nick and Mag are devoted to Jack and he to them; Grandmother, Sonny, Chris and John – the extended family; neighbourly concern on Kalafat Lane; Jack and his friends; Nick’s devotion to his employers; some of the relationships featured are toxic – Father Creedon and his flock; teachers and pupils in primary and secondary schools; Mr Drumm’s later relationship with Jack; Sonny and the world in general; relationships don’t have to be interpersonal – Jack’s fondness for the family dog; his nostalgia for his hometown, etc.

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

(ii) You have been asked to recommend a book to your school Book Club. Explain why you would or would not recommend *Home Before Night* to the Book Club readers. Your recommendation should demonstrate your knowledge of the book.

Candidates should explain why they would or would not recommend the text to their school Book Club. The answer should demonstrate their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

Indicative material: Recommend/not recommend for reasons related to: plot; characters; setting; themes; language; accessibility, etc.

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

- (iii) Imagine that you are Jack’s adoptive father. Write two diary entries: one dealing with the problems caused by the family’s dog, and another about your meeting with Sister Ita at the Loreto Convent. Your diary entries 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 two diary entries, from the perspective of Jack’s adoptive father – one dealing with the problems caused by the family dog (Jack) and another about his meeting with Sister Ita at the Loreto convent. Responses should demonstrate knowledge of the text. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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G DEATH AND NIGHTINGALES – Eugene McCabe

Answer **all** of the questions.

1. Give two pieces of evidence from the novel to show that life is sometimes difficult for Billy Winters. (10)

Candidates should give two pieces of evidence from the novel to show that life is sometimes difficult for Billy Winters. Consideration should be given to all aspects of the quality of the response.

Indicative material: tricked by his wife who was pregnant by another man when he married her; locals make fun of him; takes refuge in alcohol; cannot trust anyone – keys secured about his person; daughter trying to steal from him; the Cannon trying to blackmail him into evicting Liam Ward; underlying political and religious tension; he is the ‘outsider’, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. (a) Do you think that Liam Ward has a mainly positive or a mainly negative impact on Beth Winters? Give one reason for your answer. (10)

Candidates should give one reason to show whether Liam Ward has a mainly positive or a mainly negative impact on Beth Winters. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** - he presents Beth with the possibility of escape; she initially believes he loves her; he forces her to grow up; he makes her believe in a better life for herself; he awakens something in her – a spirit, etc. **Negative** – he tricks her into thinking he loves her; he gets her pregnant; he manipulates her into stealing from her father; he causes her to lie and deceive people, including her*

father; he was planning to kill her; he is using her as a means to an end; he leads her to commit murder, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from the novel that you think would disapprove if he or she knew about the relationship between Beth and Liam. Explain why you think this character would disapprove of this relationship. (10)

Candidates should name a character from the novel who they think would disapprove if he or she knew about the relationship between Beth and Liam and explain why they think this character would disapprove of the relationship. Consideration should be given to the quality of all aspects of the response.

Indicative material: *Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Billy Winters** – knows Liam is involved in criminal activity; he is the wrong class for Beth; dislikes Liam on a personal level; has more ‘suitable’ suitors for Beth; suggests marrying Beth himself at the conclusion of the text, etc. **Mercy Boyle** - relies on Beth in the house; has more knowledge of men and Liam Ward; knows that Beth is not like Liam Ward or has the skills to deal with him – she was too proper and polite; men have no gentleness according to Mercy; has genuine respect and care for Beth, etc.*

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

- (i) ‘Loyalty is important in the novel *Death and Nightingales*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Consideration of loyalty/disloyalty (the absence of loyalty) may mix and mingle. Candidates are free to argue that loyalty is not important in the text but must deal with the issue of loyalty in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: *loyalty to religion – Billy turns away from his religion and marries a Catholic and allows Beth be Catholic; loyalty to family – Beth initially loyal to Billy Winters – seldom speaks ill of him in public; Beth initially loyal to Liam and her ‘new’ family; Mercy loyal to Winters family, especially Beth; loyalty to country – Parnell, resentment of British; Disloyalty – Beth steals from Billy; Liam Ward has no loyalty to Beth – planned to kill her; Beth had no loyalty to Liam – kills him, etc.*

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

- (ii) You have been asked to recommend a novel to your school Book Club. Explain why you would or would not recommend *Death and Nightingales* to the Book Club readers. Your recommendation should demonstrate your knowledge of the novel.

Candidates should explain why they would or would not recommend the text to their school Book Club. The answer should demonstrate their knowledge of the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Recommend/not recommend for reasons related to: plot; characters; setting; themes; language; accessibility, etc.

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

- (iii) Imagine that you are Mercy Boyle. Write two diary entries: one about your day-to-day life working in the Winters' household and another giving your reaction when Billy Winters tells you to leave his house. Your diary entries should demonstrate your knowledge of the novel, *Death and Nightingales*.

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, from the perspective of Mercy Boyle – one about Mercy's day-to-day working life in the Winter's household and another when Billy Winters tells her to leave his house. Responses should demonstrate knowledge of the novel. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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H THE PLOUGH AND THE STARS – Sean O'Casey

Answer **all** of the questions.

1. Give two pieces of evidence from the play to show that life is sometimes difficult for Nora Clitheroe. (10)

Candidates should give two pieces of evidence from the play to show that life is sometimes difficult for Nora Clitheroe. Consideration should be given to the quality of all aspects the response.

Indicative material: Being attacked by Bessie Burgess in Act 1; trying to keep a respectable home; Jack choosing the Citizen Army over her; being abused at the barricades; losing her baby; losing sanity; losing her husband, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- 2.(a) Do you think that his involvement with the Irish Citizen Army has a mainly positive or a mainly negative impact on Jack Clitheroe? Give one reason for your answer. (10)

Candidates should give one reason to show whether his involvement with the Irish Citizen Army has a mainly positive or a mainly negative impact on Jack Clitheroe. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Negative** – destroys relationship with Nora; dies as a result of it, etc. **Positive** – fights for what he believes in; stands by his wounded comrade, etc.*

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from *The Plough and the Stars* that you think disapproves of the actions of the Irish Citizen Army in the play. Explain why you think he or she disapproves. (10)

Candidates should name a character from “The Plough and the Stars” who they think disapproves of the actions of the Irish Citizen Army in the play and explain why they think he or she is disapproving. Consideration should be given to the quality of all aspects of the response.

*Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Nora Clitheroe** – it destroys her family. **Bessie Burgess** – believes they should be fighting in World War 1 like her son. **The Covey** – he believes there is only one freedom worth fighting for, economic freedom, etc.*

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

- (i) ‘Loyalty is important in the play *The Plough and the Stars*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Consideration of loyalty/disloyalty (the absence of loyalty) may mix and mingle. Candidates are free to argue that loyalty is not important in the text but must deal with the issue of loyalty in their answer. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Agree** – Jack’s loyalty to his comrades in the Irish Citizen Army; family loyalty; Nora’s loyalty to Jack; Bessie’s loyalty to the tenement dwellers; Bessie’s loyalty to England, etc. **Disagree** – Jack is disloyal to Nora; Brennan is disloyal to Jack; The Covey not loyal to the rising, etc.*

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

- (ii) You have been asked to recommend a play to be performed by the Transition Year class in your school. Explain why you would or would not recommend *The Plough and the Stars* for this purpose. Your recommendation should demonstrate your knowledge of the play.

Candidates should explain why they would or would not recommend “The Plough and the Stars” as a play to be performed by the Transition Year class in their school. Their recommendation should demonstrate their knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Indicative material: Candidates may choose to recommend or not recommend the play for reasons related to: the plot; the characters required may or may not suit the TY class members; the themes explored in the play; its relevance/irrelevance to their lives/experience; possible difficulties involved, etc.

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

- (iii) Imagine that you are Mrs Gogan. Write two diary entries: one dealing with the death of your daughter, Mollser, and another which gives your reaction to the 1916 Rising. Your diary entries should demonstrate your knowledge of the play.

A 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 play to support two diary entries, from the perspective of Mrs Gogan – one about the death of her daughter, Mollser, and another giving her reaction to the 1916 Rising. Responses should demonstrate knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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I KING LEAR - William Shakespeare

Answer **all** of the questions.

1. Give two pieces of evidence from the play to show that life is sometimes difficult for Gloucester. (10)

Candidates should give two pieces of evidence from the play to show that life is sometimes difficult for Gloucester. Consideration should be given to the quality of all aspects of the response.

Indicative material: he is betrayed by his son, Edmund; he is extremely gullible and believes Edgar would plot against him; he is superstitious and blames the stars; his eyes are gouged out; he realises he has mistreated his son Edgar; wishes to take his own life when he is faced with his own failings, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- 2.(a) Do you think that Lear has a mainly positive or a mainly negative impact on his daughter, Cordelia? Give one reason for your answer. (10)

Candidates should give one reason to show whether Lear has a mainly positive or a mainly negative impact on his daughter, Cordelia. Consideration should be given to the quality of all aspects of the response.

Indicative material: **Positive** – the love test highlights her integrity; he inadvertently ensures that she is married to a man that truly loves her; she is happy to remain by her father’s side even in times of great adversity; her return to save her father causes people to have great admiration for her; she is philosophical when she is imprisoned with Lear, etc. **Negative** – he banishes her from England; she is deeply upset to be separated from her beloved father; he puts her life in danger when she returns to save him; her return and love for her father causes her death, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Name a character from the play who disapproves of Lear’s behaviour towards Cordelia. Explain why this character disapproves of Lear’s behaviour. (10)

Candidates should name a character from the play who disapproves of Lear’s behaviour towards Cordelia and explain why this character disapproves of Lear’s behaviour. Consideration should be given to the quality of all aspects of the response.

Indicative material: Candidates are free to nominate a character of their choosing, the following list is not exhaustive. **Kent** – he sees through Goneril and Regan’s hollow flattery and recognises the sincerity of Cordelia’s love. His devotion to Lear does not blind him to Lear’s faults, etc. **The Fool** – he mocks Lear for abdicating his power to his daughters; he chides Lear for giving his daughters power over him, etc.

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

(i) ‘Loyalty is important in the play *King Lear*.’

Do you agree or disagree with the above statement? Give reasons for your answer, demonstrating your knowledge of the text.

Candidates should agree or disagree with the statement provided, giving reasons for their response. Consideration of loyalty/disloyalty (the absence of loyalty) may mix and mingle. Candidates are free to argue that loyalty is not important in the text but must deal with the issue of loyalty in their answer. Consideration should be given to the quality of all aspects of the response.

Indicative material: Loyalty/disloyalty is a major theme in the play; Loyalty/disloyalty defines many important relationships in the play – Kent is unwavering in his loyalty to Lear; the Fool is loyal to Lear; Edgar suffers due to his loyalty to his father, Gloucester; Albany is loyal to Lear and Edgar at the end; Goneril and Regan are disloyal to their father; Goneril and Regan display disloyalty to their husbands; Goneril and Regan are ultimately disloyal to each other as well as to their sister, Cordelia; Cornwall is disloyal to Lear; Edmund is disloyal to his father and brother, etc.

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

(ii) You have been asked to recommend a play to be performed by the Transition Year class in your school. Explain why you would or would not recommend *King Lear* for this purpose. Your recommendation should demonstrate your knowledge of the play.

Candidates should explain why they would or would not recommend “King Lear” as a play to be performed by the Transition Year class in their school. Their recommendation should demonstrate their knowledge of the play. Consideration should be given to the quality of all aspects of the response.

Indicative material: Candidates may choose to recommend or not recommend the play for reasons related to: the plot; the characters required may or may not suit the TY class members; the themes explored in the play; its relevance/irrelevance to their lives/experience; possible difficulties involved, etc.

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

- (iii) Imagine that you are Cordelia's husband, the King of France. Write two diary entries: one dealing with your marriage to Cordelia and another giving your reaction to her death. Your diary entries should demonstrate your knowledge of the play.

A 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 play to support two diary entries, from the perspective of the King of France – one dealing with his marriage to Cordelia, and another giving his reaction to Cordelia's death. Responses should demonstrate knowledge of the play. Consideration should be given to the quality of all aspects of the response.

<i>Discrete Criteria ex 30</i>	P = 9	C = 9	L = 9	M = 3
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SECTION II THE COMPARATIVE STUDY (70 MARKS)

General

In all answers to questions in this section, candidates may compare **and/or** contrast, i.e. address similarities **and/or** differences in both content and style of their chosen texts.

In shaping their responses to the questions on the Comparative Study it is expected that candidates will be involved in some / all of the following kinds of activities:

- Description / analysis of the text(s) in the light of the modes for comparison
- Making general observations about texts in relation to one another
- Making connections between similar aspects of texts
- Recognising differences between texts
- Showing that similarities / differences need to be qualified
- Demonstrating awareness of themselves as readers, their reactions/responses/involvement

Expect a wide variety of approaches both in the patterns of discussion and the manner of illustration.

Some questions invite candidates to refer to **one/more key moment(s)** from the texts. The purpose of this is to allow the candidates to ground their responses in specific moments without feeling that they must range over the entire text(s). However, do not expect that all the illustrative references in an answer will come from the key moment(s). Candidates may offer appropriate illustrative reference from any part of the text(s).

Important Note

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

- (i) re-use the Single Text already answered on
Or
- (ii) use a text not included on the prescribed list of texts for the year in which the examination takes place
Or
- (iii) use 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 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.

For any further clarifications please consult your Advising Examiner immediately.

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 from **either A – Relationships or B – Social Setting**

All texts used in this section must be prescribed for comparative study for this year’s examination.

Note 1: In answering on *Big Maggie* by John B. Keane, candidates may refer to either the 1969 or the 1988 versions of the play.

A RELATIONSHIPS

1. (a) (i) Identify a relationship in **one** of the three texts on your comparative course and explain how one significant event in the text affected this relationship. Support your answer with reference to the text. (15)

*Candidates should identify a relationship in **one** comparative text and explain how one significant event in the text affected this relationship. Consideration should be given to the quality of all aspects of the response.*

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) In the case of **at least one other text** on your comparative course, identify a relationship and explain how one significant event in the text(s) affected your chosen relationship(s). Support your answer with reference to the text(s). (15)

Candidates should identify a relationship in at least one other comparative text and explain how one significant event in the text(s) affected their chosen relationship(s). Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Compare how successful you find the relationships you discussed **in at least two** of the texts you referred to in part 1.(a) above. Support your answer with reference to the texts. (40)

Candidates should compare how successful they find the relationships in at least two of the texts they have discussed in part 1. (a). Answers should be supported with reference to the texts.

The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) between both relationships throughout the response. Consideration should be given to the quality of all aspects of the response.

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

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

2. (a) (i) Identify a relationship in **one** of the three texts on your comparative course, and describe at least one way in which you think the characters in that relationship are similar to or different from each other. Use one or more key moments from the text to support your answer. (15)

Candidates should identify a relationship from one comparative text and use one or more key moments to show that the characters in the relationship are similar to or different from each other. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Identify a relationship, from **at least one other text** on your comparative course, and describe at least one way in which you think the characters in the relationship(s) are similar to or different from each other. Use one or more key moments from the text(s) to support your answer. (15)

Candidates should identify a relationship from at least one other text on their comparative course, and use one or more key moments to show that the characters in the relationship(s) are similar to or different from each other. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Compare how successful you find the relationships you discussed in **at least two** of the texts you referred to in part 1.(a) above. Support your answer with reference to the texts. (40)

Candidates should compare how successful they find the relationships in at least two of the texts they have discussed in part 1. (a). Answers should be supported with reference to the texts.

The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) between both relationships throughout the response. Consideration should be given to the quality of all aspects of the response.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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B SOCIAL SETTING

1. (a) Inequality or injustice can often feature in the social settings of texts.
 - (i) Write about at least one example of inequality or injustice from **one** of the texts on your comparative course. Use one or more key moments from the text to support your answer. (15)

Candidates should write about at least one example of inequality or injustice from one comparative text, using one or more key moments to support the answer. Allow for a broad interpretation of inequality or injustice. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Write about at least one example of inequality or injustice from **at least one other text** you have studied for your comparative course. Use one or more key moments from the text(s) to support your answer. (15)

Candidates should write about at least one example of inequality or injustice from at least one other comparative text, using one or more key moments to support the answer. Allow for a broad interpretation of inequality or injustice. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Compare how attractive you find the social settings you encounter in **at least two** of the texts you referred to in part 1.(a) above. Support your answer with reference to the texts. (40)

Candidates should compare how attractive they find the social settings they encounter in at least two of the texts they referred to in part 1.(a). The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) between both social settings throughout the response. Consideration should be given to the quality of all aspects of the response.

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

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

2. (a) (i) Describe at least one way in which you find the social setting in **one** of the three texts you have studied for your comparative course similar to or different from the world in which you live. Support your answer with reference to the text. (15)

Candidates should describe at least one way in which they find the social setting in one comparative text similar to or different from the world in which they live. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Describe at least one way in which you find the social setting(s) in **at least one other text** you have studied for your comparative course similar to or different from the world in which you live. Support your answer with reference to the text(s). (15)

Candidates should describe at least one way in which they find the social setting in at least one other comparative text similar to or different from the world in which they live. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Compare how attractive you find the social settings you encounter in **at least two** of the texts you referred to in part 2.(a) above. Support your answer with reference to the texts. (40)

Candidates should compare how attractive they find the social settings they encounter in at least two of the texts they referred to in part 2.(a). The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) between both social settings throughout the response. Consideration should be given to the quality of all aspects of the response.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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SECTION III**POETRY****(70 MARKS)****General.**

“Students should be able to...read poetry conscious of its specific mode of using language as an artistic medium.” (DES English Syllabus, 4.5.1)

Note that responding to the unseen poem is an exercise in 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 stanza one, do you think that the words used by the poet make the task of washing dishes seem attractive or unattractive?

Refer to the first stanza in support of your answer. (10)

Candidates should identify words used by the poet that makes the task of washing dishes seem attractive or unattractive. Answers should be supported with reference to Stanza one. Consideration should be given to the quality of all aspects of the response.

Indicative material: She rarely **made** us do it; red knuckles; a bleached rag to wipe and wring; The one **chore** she **spared** us; **gummy** plates in water **greasy** and swirling with **sloughed** peas; **glob**s of egg and gravy.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Based on your reading of stanza two, do you think that the mother in the poem enjoyed the time she spent washing dishes? Explain your answer with reference to the second stanza. (10)

Candidates should explain whether they think the mother enjoyed the time she spent washing dishes. Answers should be supported with reference to Stanza two. Consideration should be given to the quality of all aspects of the response.

Indicative material: Mother may “guard her place at the window”; She may have enjoyed her view from the sink - “the gloss of the magnolia”; “the school traffic”; “the mail truck at the curb”.

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

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

A FILLING STATION

1. (a) Describe, in your own words, the scene at the filling station created by the poet in this poem. (10)

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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Candidates should describe the scene at the filling station created by the poet in their own words. Consideration should be given to the quality of all aspects of the response.

Indicative material: a dirty place; covered in oil; even the people are oily; a comfortable homely scene with old furniture, a plant and a dog; the oil cans lined up; a well-loved family home, etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Identify a line or phrase from this poem that you enjoy and explain why you enjoy it. (10)

Candidates should identify a line or phrase from the poem that they enjoy and explain why they enjoy it. Consideration should be given to the quality of all aspects of the response.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (c) In your opinion, is Bishop mainly positive or mainly negative about what she sees at the filling station? Support your answer with reference to the poem. (10)

Candidates should state whether, in their opinion, Bishop is mainly positive or mainly negative about what she sees at the filling station. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Negative** – she finds the filling station dirty and disgusting, almost a dangerous place; she is horrified by the filth and grease; the father’s ill-fitting monkey suit; very male dominated. **Positive** – she appreciates the homely qualities of the filling station, the care with which the plant and the dog and the place are cared for; she appreciates the love that she sees evident in details like the taboret and the lined up oil cans.*

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

- (i) Do you like or dislike this poem? In your response identify at least two aspects of the poem that influence your view. Support your answer with reference to the poem.

Candidates should explain whether they like or dislike the poem, making reference to at least two aspects of the poem that influenced their view. Expect implicit or explicit references to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: Influential aspects might include the poet's use of language; the images found in the poem; the relatively simple subject matter making the poem easy to relate to; the move from the particular to the more general consideration of bigger concerns, such as how love is manifest, etc.

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

- (ii) Imagine that you are one of the sons in the poem. Write a letter to Elizabeth Bishop in which you respond to what she wrote about your home and your family in the poem, "Filling Station". Refer to the poem in your answer.

Candidates should adopt the persona of one of the sons from the poem and write a letter to the poet, with or without the usual rubrics, in which they respond to what she has written about the filling station in her poem. Expect implicit or explicit reference to the poem. Reward evidence of genuine engagement with the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: the son may be angry at the way in which his home and family has been portrayed; he may be annoyed at the poet's condescension; he may be delighted that the poet has chosen to write about his home and family and may appreciate the affectionate tone that develops as the poem progresses, etc.

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

- (iii) Write a piece about the language in this poem, beginning with one of the following phrases:

- I find the language in this poem interesting and easy to understand ...
- I find the language in this poem challenging and unusual ...

Candidates should write a piece about the language in the poem, beginning with one of the phrases provided. Reward evidence of genuine engagement with the language of the poem. Consideration should be given to the quality of all aspects of the response.

<i>Combined Criteria ex 20</i>	P + C = 12	L + M = 8
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B. I FELT A FUNERAL IN MY BRAIN

1. (a) Describe, in your own words, the funeral scene created by the poet in this poem. (10)

Candidates should describe, in their own words, the funeral scene created by the poet in the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: the mourner; the funeral service; the monotonous beating drum; the casket (“a box”); the tolling bell; the drop into the grave, etc.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (b) Select a line or phrase from the poem that made an impact on you and explain why it made an impact on you. (10)

Candidates should select a line or phrase from the poem that made an impact on them and explain why it made an impact. Reward evidence of genuine engagement with the language of the poem. Consideration should be given to the quality of all aspects of the response.

<i>Combined Criteria ex 10</i>	P + C = 6	L + M = 4
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- (c) In your opinion, is the poet mainly optimistic or mainly pessimistic in this poem? Support your answer with reference to the poem. (10)

Candidates should explain whether they think the poet is mainly optimistic or mainly pessimistic in this poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: **Optimistic** – the poet does not appear to fear death; she calmly observes the funeral ceremony; the experience appears to bring revelation – at the end she finishes knowing something perhaps of great importance. **Pessimistic** – the poet writes of her own death or perhaps of her sense of decline into mental illness; the images are dark and depressing; there is nothing joyful or optimistic to be found in the poem, etc.

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

- (i) Do you like or dislike this poem? In your response identify at least two aspects of the poem that influence your view. Support your answer with reference to the poem.

Candidates should explain whether they like or dislike the poem, making reference to at least two aspects of the poem that influenced their view. Expect implicit or explicit references to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: Influential aspects might include the poet's unusual use of language; the moody/gloomy themes and imagery; the poet's honest expression of her inner-most thoughts and feelings, etc.

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

- (ii) You have been asked to organise a performance of this poem by one or more performers. Describe the set you would create, the costume(s), the make-up, the music you would use and any sound or special effects you think would enhance the performance. Support your response with reference to the poem.

Candidates should describe some or all of the elements listed – the set, the costume(s), the make-up, the music and any sound or special effects they think would enhance a performance of the poem, although not necessarily equally. Expect implicit or explicit reference to the poem. Reward evidence of genuine engagement with the poem. Consideration should be given to the quality of all aspects of the response.

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

- (iii) Write a piece about the language in this poem, beginning with one of the following phrases:

- I find the language in this poem interesting and unusual ...
- I find the language in this poem challenging and complicated ...

Candidates should write a piece about the language in the poem, beginning with one of the phrases provided. Reward evidence of genuine engagement with the language of the poem. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 20	P+C = 12	L + M = 8
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C AFTER VIEWING *THE BOWLING MATCH AT CASTLEMARY, CLOYNE (1847)*

1. (a) Describe, in your own words, the bowling match that appears in the painting mentioned by the poet in the first stanza of this poem. (10)

Candidates should describe the bowling match that appears in the painting mentioned by the poet in the first stanza of the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: the bowler is dressed in tight trousers that look like a modern baseball player; his shirt is open; he is in full swing; the peasants, some wearing top-hats, are watching the match with great interest and attention, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Select a line or phrase from the poem that you enjoy and explain why you enjoy it. (10)

Candidates should identify a line or phrase from the poem that they enjoy and explain why they enjoy it. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) In your opinion, is the poet mainly optimistic or mainly pessimistic in this poem? Support your answer with reference to the poem. (10)

Candidates should explain whether they think the poet is mainly optimistic or mainly pessimistic in this poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: **Optimistic-** the poet celebrates the simple joy to be had from the bowling match; the skill and energy of the players; the enjoyment and enthusiasm of the audience; the way that such “shenanigans” can distract us from life’s woes and worries, etc. **Pessimistic-** the references to things “lurking” in the background; the famine and exile could be seen as pessimistic, etc.

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

- (i) Do you like or dislike this poem? In your response identify at least two aspects of the poem that influence your view. Support your answer with reference to the poem.

Candidates should explain whether they like or dislike the poem, making reference to at least two aspects of the poem that influenced their view. Expect implicit or explicit references to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: the poet's use of language, especially unusual words e.g. agog, snazzy, dinger, shenanigans, etc; the attractive images found in the poem ; the appealing subject matter; the move from the particular to the more general consideration of bigger concerns such as how we can be distracted from life's woes and worries; the unusual mix of past and present in the poem, etc.

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

- (ii) Based on what you have read about the sport of road bowling in the above poem, would you like to learn more about this sport? Explain your answer with reference to the poem.

Based on the poem, candidates should explain why they would like to learn more about the sport. Responses should be supported by implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: the sport's long history – played in Ireland since famine times; perhaps links to the modern game of baseball – suggested by the bowler's trouser; the speed and skill of the game – suggested by the rapt attention of the audience, etc.

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

- (iii) Write a piece about the language in this poem, beginning with one of the following phrases:

- I find the language in this poem interesting and exciting ...
- I find the language in this poem complicated and unusual ...

Candidates should write a piece about the language in the poem, beginning with one of the phrases provided. Reward evidence of genuine engagement with the language of the poem. Consideration should be given to the quality of all aspects of the response.

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

1. (a) Describe, in your own words, what the traveller reports in stanza one of this poem. (10)

Candidates should describe, in their own words, what the traveller reports in stanza one of this poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: The traveller reports seeing the impressive, broken stature of Ozymandias; he describes how the statue is half buried in the sand; he describes the remains of the statue and explains how the sculptor seems to have understood the kind of person Ozymandias was and captured his personality in the statue, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a line or phrase from the poem that made an impact on you and explain why it made an impact on you. (10)

Candidates should select a line or phrase from the poem that made an impact on them and explain why it made an impact. Reward evidence of genuine engagement with the language of the poem. Consideration should be given to the quality of all aspects of the response

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Based on your reading of the poem, do you think the poet conveys a mainly positive or a mainly negative view of Ozymandias? Support your answer with reference to the poem. (10)

Candidates should state whether, in their opinion, the poet conveys a mainly positive or mainly negative view of Ozymandias. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.

*Indicative material: **Positive** – Ozymandias must have been very powerful and important to have been commemorated with such a large statue, etc. **Negative** – the poet suggests that Ozymandias was a nasty, unpleasant character; the sculptor captured what a cruel person he was; the statue is broken and lies almost forgotten in the sand like Ozymandias himself; the king was powerful and mighty once but now nothing of his greatness survive; the broken statue almost mocks the memory of the king, etc.*

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

- (i) Do you like or dislike this poem? In your response identify at least two aspects of the poem that influence your view. Support your answer with reference to the poem.

Candidates should explain whether they like or dislike the poem, making reference to at least two aspects of the poem that influenced their view. Expect implicit or explicit references to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: the poet’s use of language; the striking images found in the poem; the interesting subject matter; the move from the particular (the statue of Ozymandias) to the more general consideration of bigger concerns such how time fades all glories; how even the mighty are reduced to dust; the exotic setting of the poem, etc.

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

- (ii) Imagine you are the traveller from Shelley’s poem. Write a letter to a friend in which you remember your experiences in the desert and explain how you were affected by what you saw. Your letter should demonstrate your knowledge of the poem.

Candidates should adopt the persona of the traveller from Shelley’s poem and write a letter to a friend, with or without the usual rubrics, in which they remember their experiences in the desert and explain how they were affected by what they saw. Expect implicit or explicit reference to the poem. Reward evidence of genuine engagement with the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: how you got to this place; seeing the broken monument for the first time; your initial reaction to it; what feelings it aroused in you; some reflections upon the experience , etc.

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

(iii) Write a piece about the language in this poem, beginning with one of the following phrases:

- I find the language in this poem interesting and unusual ...
- I find the language in this poem complicated and challenging ...

Candidates should write a piece about the language in the poem, beginning with one of the phrases provided. Reward evidence of genuine engagement with the language of the poem. Consideration should be given to the quality of all aspects of the response.

<i>Combined Criteria ex 20</i>	P+C = 12	L + M = 8
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APPENDIX 1

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT

Clarity of purpose	Engagement with the set task	e.g. relevance, focus, originality, freshness clear aim, understanding of genre	Percentage weighting 30
Coherence of delivery	Ability to sustain the response over the entire answer.	<i>Where appropriate</i> continuity of argument, sequencing, management of ideas, choice of references, use of examples, engagement with texts, control of register and shape, creative modelling	30
Efficiency of language management	Management and control of 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	100	85-100	70-84	55-69	40-54	25-39	10-24	0-9
		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
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.

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