Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scéimeanna Marcála   *Scrúduithe Ardteistiméireachta, 2003*

Béarla   *Gnáthleibhéal*

Marking Scheme   *Leaving Certificate Examination, 2003*

English   *Ordinary Level*

Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2003

English - Ordinary Level - Paper 1

Total Marks: 200

Wednesday, 4th June – Morning, 9.30 – 12.20

Marking Scheme

CRITERIA FOR ASSESSMENT

The tasks set for candidates in both Paper 1 and Paper 2 will be assessed in accordance with the following criteria:

- Clarity of Purpose **(P)**   30% of the marks available for the task
- Coherence of Delivery **(C)**   30% of the marks available for the task
- Efficiency of Language Use **(L)**   30% of the marks available for the task
- Accuracy of Mechanics**(M)**   10% of the marks available for the task

Each answer will be in the form of a response to a specific task, requiring candidates

- To display a clear and purposeful engagement with the set task
- To sustain the response in an appropriate manner over the entire answer
- To manage and control language appropriate to the task
- To display levels of accuracy in spelling and grammar appropriate to the required/chosen register.

Schematised detail regarding these criteria is to be found in Appendix 1 of this Marking Scheme.

The Grade Grid utilised for purposes of applying the criteria for assessment throughout the marking is to be found in Appendix 2 of the Marking Scheme.

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

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

The list of texts prescribed for assessment in 2003 is set out in DES Circular **M 2/01**

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 of the full range of marks available

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

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

SECTION I
COMPREHENDING – 100 Marks

GENERAL

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

Candidates must answer a Question A on one text and a Question B on a different text. **N.B. Candidates may NOT answer a Question A and a Question B on the same text.**

Please note that, in relation to all texts, the candidates may take the introductions and accompanying illustrations to be integral parts of the texts.

TEXT I U2 – LIVE AT SLANE

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

Question A

(i)   Read paragraphs 1 and 2 again. How does the writer show that the fans were expecting a good day's entertainment as they made their way to Slane?   (15)

Candidates will show that they understand the way ("How…) the nominated paragraphs create a sense of expectancy about the prospect of the day's spectacle etc.

Marking : EX 15. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(ii)   Do you think that **Kelis** (mentioned in paragraph 3) might be offended by what the writer says about her? Explain your view.   (15)

Candidates will speculate <u>differently</u> about Kelis's possible response to the statements, suggestions, innuendos etc. as outlined in paragraph 3.

Marking : EX 15. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(iii)   In your opinion, what one aspect of the U2 concert did the writer most enjoy? Explain your answer.   (20)

Candidates are free to choose any facet of the day's experience and <u>will make a case</u> for their understanding of its overall contribution to the writer's enjoyment of the day's spectacle etc.

Marking : EX 20. See grade grid (P+C)+(L+M): COMBINED CRITERIA

Question B

Write a letter to your favourite pop star or celebrity inviting him or her to come to the launch of a charity to help the homeless. In your letter you should explain how you intend to raise money for the charity.   (50)

Writing will be framed as a letter. Several language registers are appropriate to the purpose, for example: formal, informal, relaxed, etc Elements may include: the request, the overall rationale for the event…and perhaps even a little hero-worship…!?etc

Marking : EX 50. See grade grid P,C,L,M : DISCRETE CRITERIA.

TEXT 2: ENTERTAINMENT IS……

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

Question A

(i)   You are the editor of **The Bizz** and you want to choose one of the
images above for the front cover of the magazine. Which image would
you choose? Explain your choice.   (15)

*Candidates are free to choose any of the four images in Text 2 on the paper.
They will provide a rationale for their editorial decision to promote one of
them to the front cover. The reasons may include (i) a reading of the image
(ii) an understanding of the audience (iii) an appreciation of the youthful
style of the reportage etc*

Marking : EX 15. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(ii)   The magazine, **The Bizz**, is offering a 50 euro voucher for the best answer
to the question: what does entertainment mean to you? To which of the
answers above would you give the prize? Explain your choice.   (15)

*Candidates are required to judge the qualities of the 'entries'. They will
base their decision on <u>some</u> criteria (may be outlined and / or implied in
their explanation) to decide which answer is the best. Expect a variety of
treatment etc. Some candidates may adopt a comparative approach in
coming to their decisions etc.*

Marking : EX 15. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(iii)   From your reading of the four answers, do you think that life for today's
young people is entertaining? Explain your answer.   (20)

*Candidates will respond and evaluate the material in the light of the
question posed. They are required to make a case for the position that they
adopt etc.*

Marking : EX 20. See grade grid (P+C)+(L+M): COMBINED CRITERIA

Question B

Write the answer you would give to the question: what does entertainment mean to you? (50)

In their answers, candidates will outline their <u>personal response</u> to the question posed. They are free (i) to incorporate material from text 2 into their replies; (ii) to use some aspect of it as a basis for the case they are making; (iii) to create a response based on their own tastes and preferences etc.

Marking : EX 50. See grade grid P,C,L,M : DISCRETE CRITERIA

TEXT 3
ENTERTAINING THE WORLD

Question A

(i)   Choose the image that you think is the one that most young people would recognise. Describe that image. (15)

Candidates will choose <u>one of the six images printed as TEXT 3.</u> The focus of the task is description. They may dwell on any combination of (i) the arrangement of its composition (ii) the use of colour and / or b+w (iii) expressions / gestures etc of those represented (iv) any other appropriate visual reading points etc.

Marking : EX 15. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(ii)   Which type of entertainment pictured above most appeals to you? Explain your choice. (15)

Candidates are free to use any image from the range in TEXT 3. The task is to make a case for their preference. Evidence may include comments on the quality of the image, the type of entertainment represented, the promotion of their personal taste etc.

Marking : EX 15. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(iii)   In your opinion what makes a great entertainer? Give reasons for your answer.   (20)

In their answers, candidates will outline their <u>personal response</u> to the question posed. They are free (i) to incorporate material from text 3 into their replies; (ii) to use some aspect of it as a basis for the case they are making; (iii) to create a response based on their own tastes and preferences etc.

Marking : EX 20. See grade grid (P+C)+(L+M): COMBINED CRITERIA

Question B

Write a review of your favourite film **or** TV programme **or** radio programme.
                                                                                        (50)

Writing will be framed as a review. Several language registers are appropriate to the purpose, for example: descriptive, critical, persuasive, æsthetic etc. There is no audience identified. Candidates may exploit the possibilities offered by the   broadcasting media suggested as options etc.

Marking : EX 50. See grade grid P,C,L,M : DISCRETE CRITERIA

SECTION II

COMPOSING – 100 Marks.

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

GENERAL

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

N.B. "The general functions of language outlined here will continually mix and mingle within texts and genres. 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 intended 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.

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1. "Everyone had this magical feeling of entering a kingdom where you knew all your dreams were about to be realised."   (TEXT 1)

   Tell about a time when one of your dreams came true.

   'Tell about…' implies a free narrative form, a 'storying', a sequencing etc. Candidates may choose to model their writing on some element(s) of the text referred to; to write from their own experiences either real or imaginary; to take a point of view; to speak through a persona etc. Registers as appropriate.

   Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

2. "Unfortunately she looked and sounded more like a Sesame Street throw-back..."

(TEXT 1)

Write out a talk that you would give to a group of young people telling them how to look good and feel good about themselves.

Writing will be framed as a talk, speech, presentation etc. May use some of the conventional rubrics associated with speaking in public. As the audience is, loosely, a peer group, the language register may be informal/ relaxed/ intimate/ colloquial etc. The stance may be persuasive, argumentative, etc. Candidates are likely to rely on popular cultural issues, events and personalities etc. for their reference points.

Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

3. ' "*Beautiful Day*" was next, followed by songs from their current album "*All that you can't leave behind* ".'(TEXT 1)

Give a personal account of your favourite music. You may, if you wish, write about music videos.

Writing will be framed as personal response outlining a taste in music. The writing may be descriptive, analytical, adulatory, celebratory, passionate, critical of rivals etc. Candidates will attempt to articulate their own affective responses to the music of their choice etc.

Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

4. "We love coming into contact with our environment..."   (TEXT 2)

Write a composition describing an outdoor activity you enjoy.

Candidates may use a creative modelling approach to the writing. The emphasis in the writing will be on the description of the activity: to convey some sense of pleasure and commitment. Candidates will attempt to articulate their own affective responses to the activity etc.

Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

5. "It's hard to explain the feeling of joy and relief that you get from a great match, especially when your side is victorious." (TEXT 2)

You are a reporter for a sports newspaper. Write an account of a sporting event you thought was "great".

Candidates will frame material as a report conscious of the readership and/or audience of the paper. The reportage will be accompanied by some attempt to convey a sense of the excitement of the event: not merely offering 'data' on its progress. The writing may involve many styles - description, analysis, personal bias, etc.

Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

6. "Roll on summer…" (TEXT 2)

Write about your plans for the coming summer.

*Candidates may use a creative modelling approach to the writing.
The emphasis in the writing will be on the presentation of their vision for the summer – occupations, hopes, arrangements etc. The focus is personal which will be communicated in a variety of language registers as appropriate etc.*

Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

7. Write a short story or narrative based on any of the pictures in TEXT 3.

Candidates may frame the writing in the short story form – beginning, middle, end, central character, event etc. – or may choose a looser form of narrative here. Creative use may be made of elements of the chosen image: or the candidate may use the image as a "jumping-off" point for another imaginative response. The focus will be communicated in a variety of language registers as appropriate etc.

Marking : EX 100. See grade grid P,C,L,M : DISCRETE CRITERIA

Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2003

English - Ordinary Level - Paper 2

Total Marks: 200

Wednesday, 4th June – Afternoon, 1.30 – 4.50

Marking Scheme

SECTION I

THE SINGLE TEXT – 60 Marks

A   WUTHERING HEIGHTS – Emily Brontë

Answer **all** of the questions.
1. Describe what happened on the night that Heathcliff and Catherine Earnshaw are found looking in the window of Thrushcross Grange, the home of Edgar and Isabella Linton. (10)

Candidates give a clear brief account of events.
eg they are banished by Hindley – wander the moors – pry on Thrushcross Grange – chased by servants – Cathy by Skulker taken inside to recuperate- Heathcliff escapes etc.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

2. *(a)* Why, in your opinion, does Catherine decide to marry Edgar Linton? (10)

Candidates will offer and justify their opinions. They will use the text as a basis for their judgement.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b) How does her marriage to Edgar affect her relationship with Heathcliff? (10)

Candidates will offer and justify their opinion, ie make a case for their point of view. They will offer their 'reading' of the event using the text as a basis for their judgement.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

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

3.　(i)　Imagine you were a servant in **either** Wuthering Heights **or** Thrushcross Grange. Write a short description of the people you work for and how you feel about them.　(30)

Candidates have a choice of voice, a choice of location and choice of time. They will write from the required point of view, articulating a personal, creative reading of the text in any appropriate genre – diary, letter etc. A range of language registers is invited etc.

Marking : EX 30. See grade grid P,C,L,M : DISCRETE CRITERIA

OR

(ii)　"Despite her beauty and passion, Catherine Earnshaw is not a very likeable person." Would you agree with this view of Catherine? Support your answer by reference to the text.　(30)

*Candidates will make a case for their opinion. They may offer a single view ie either agreeing **or** disagreeing with the statement supporting it with relevant material from the text: or, they may present the answer as a closed, or open-ended, discussion using relevant material from the text to support the case they are making etc*

Marking : EX 30. See grade grid P,C,L,M : DISCRETE CRITERIA

OR

(iii)　Which character, in your view, is the real hero of *Wuthering Heights*? Support your answer by reference to the text.　(30)

Candidates are asked to judge between (possibly) several central characters in the text with a view to offering their personal assessment of the character they consider to be the hero / heroine. They will base their considered assessment on relevant material from the text etc.

Marking : EX 30. See grade grid P,C,L,M : DISCRETE CRITERIA

B   THE REMAINS OF THE DAY – Kazuo Ishiguro

Answer **all** of the questions.

1.   *(a)*   What, in your opinion, is most important to Mr Stevens, the central
character in *The Remains of the Day*? Give a reason for your answer.
(10)

>*Dignity of position – loyalty – pride in work – service – rôle in
distinguished household etc. Candidates will show knowledge of the
text and will briefly gloss their views etc.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b)   Write a brief description of an event in the novel that shows clearly the
kind of person Stevens is. (10)

>*Many events to choose from; most probably key moments such as -
the great conference: his relationship with his father / Ms. Kenton etc.
Candidates will show knowledge of the text and will briefly gloss
their views etc.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(c)   Choose from the following three statements the one that is closest to your
own feelings about the character of Mr. Stevens as you read the novel:-

-        *I felt sorry for him*

-        *I admired the way he lived his life*

-        *I was angry at him sometimes*

Explain why you felt this way about him, supporting your answer by
reference to the text. (10)

>*Candidates will choose <u>one</u> of the statements above as a starting point
to develop an explanation, a judgement, an impression of Stevens using
appropriate material from the text to support their comments etc.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

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

(i)　　　"Stevens does not deserve the love of Miss Kenton." To what extent
　　　　would you agree with this view of the relationship between Mr Stevens
　　　　and Miss Kenton? Support your view by reference to the text.　　(30)

*Candidates are required to adjudicate on the merits of view presented.
The may offer a single view ie either agreeing **or** disagreeing with the
statement supporting it with relevant material from the text: or, they
may present the answer as a closed, or open-ended discussion using
relevant material from the text to support the case they are making etc*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(ii)　　　What is your view of the behaviour and attitudes of Lord Darlington as
　　　　they are revealed in the novel? Support your answer by reference to the
　　　　text.　　　　　　　　　　　　　　　　　　　　　　　　　　(30)

*Candidates will offer a personal assessment of the nominated character.
Appropriate references to the text will support the case being made etc.
They may range widely through the novel or they may choose to concentrate
on personally meaningful key moments / issues for reference.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(iii)　　What advice do you think Mr Stevens would give to a person who was
　　　　thinking of looking for work as a butler or servant in the home of a very
　　　　wealthy family?　　　　　　　　　　　　　　　　　　　　(30)

*From their knowledge of the text, their understandings of – and personal
insights into - the character of Stevens, candidates will offer advice as
directed. There are many appropriate language registers the candidate
can choose from to frame their writing etc,*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

C   HOW MANY MILES TO BABYLON – Jennifer Johnston

Answer **all** of the questions.

1.   *(a)*   Briefly describe Alec's home life with his mother and father.   (10)

Using their knowledge of the text, candidates will outline the <u>home life</u> of the central character as required. Brief description is sufficient.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b)   In your opinion, why did Alicia, Alec's mother, encourage him to go to fight in the war?   (10)

Using their knowledge of the text, candidates will offer their rationale for Alicia's motives for encouraging her son to enlist.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

2.   Do you think that Alec was a good friend to Jerry? Explain your answer.   (10)

*Using their knowledge of the text, candidates will offer their considered opinion on the question posed. They may offer a single view ie either agreeing **or** disagreeing supporting it with relevant material from the text: or, they may present the answer as a closed, or open-ended discussion using relevant material from the text to support the case they are making etc*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

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

3.   (i)   Imagine you were with Alec and Jerry on the battlefields of World War I. Write some short diary entries telling what life was like.   (30)

Answers will be presented in the form of diary entries. Because the diary is essentially a private text, language register may be rather relaxed. Material from the text may receive a personal 'gloss' resulting from the candidates' imaginative engagement with the text for the purposes of the task under discussion using relevant material from the text to support the case they are making etc

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

(ii)   "Mother, just a few lines to tell you what I think of you…"
Complete this letter from Alec to his mother, Alicia, saying the things
you think he should have said to her.   (30)

Answers will be presented in the form of a letter. Correspondence is between
family members. Language register will reflect the difficulties of the
relationship as portrayed in the text. Material from the text may receive a
personal 'gloss' resulting from the candidates' imaginative engagement with
the text for the purposes of the task under discussion. Relevant material
from the text may support the case they are making etc.

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(iii)   What is your opinion of Major Glendinning, Alec's commanding officer?
Explain your opinion.   (30)

Candidates will present – and justify – a personal 'gloss' on the Major
resulting from their reading of the text. Relevant material from the text will
support the case they are making etc.

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

D   **Death of a Salesman –** Arthur Miller

Answer **all** of the questions.

1.   *(a)*   Briefly describe what happens in the scene where Biff discovers his father in
the hotel room with the woman.   (10)

Candidates will show their knowledge of the play by accurately describing
the nominated incident. Brevity is called for.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b)   Do you think that Willy Loman was a good father to his children?   (10)

Candidates will adjudicate on the issue by commenting on Willy's actions, attitudes, character etc. Elements from the play will support the views appropriately etc.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(c)   Why, in your opinion, is Willy Loman so dissatisfied with how his life has turned out?   (10)

Candidates will make a case for their view based on their reading of the appropriate elements of the play. They may take an overview of the text, concentrate on significant moments, significant relationships etc.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

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

(i)   Write a short letter to Linda, Willy's wife, telling her what you think of the way Willy treated her throughout his life.   (30)

Candidates will frame their writing as a letter.
Material from the text may receive a personal 'gloss' resulting from the candidates' imaginative engagement with the text for the purposes of the task under discussion. Relevant material from the text may support the case they are making etc.

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(ii)   Do you like the picture of American life as it is portrayed in the play? Give reasons for your answer.   (30)

*Using their knowledge of the text, candidates will offer their considered opinion on the question posed. They may offer a single view ie either agreeing **or** disagreeing supporting it with relevant material from the text: or, they may present the answer as a closed, or open-ended discussion using relevant material from the text to support the case they are making etc.*

OR

(iii)   If you were asked to play the part of one of the characters in a production of *Death of a Salesman*, which character would you choose to play? Explain how you would play your part in one very dramatic scene of the play.   (30)

Any character can be chosen. The emphasis is on describing the rôle played by the character in the scene identified by the candidate as 'dramatic'. Miller's stagecraft may be used to authenticate the explanation. There may be references to the production side also – lighting, costume, make-up: gestures, movements etc.

E   LIES OF SILENCE – Brian Moore

Answer **all** of the questions.

1.   *(a)*   Describe what happened when Michael took the bomb to the hotel.   (10)

Candidates will show their knowledge of the text by accurately describing the event indicated above.

(b)   Why was his decision to ring the police so difficult for him?   (10)

Candidates will demonstrate their knowledge and understanding of Michael in the predicament in which he finds himself.

(c)   Do you think that Michael was a good man? Explain your view.   (10)

From their knowledge of the novel, candidates will express and justify the position they will adopt in relation to the question posed. Personal understandings will influence candidates' appreciation of elements of the text etc.

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

(i)   "*A gripping read which you will find impossible to put down.*"
      What is your response to this statement about the novel? Refer to the novel
      in your answer.   (30)

      *Using their knowledge of the text, candidates will offer their considered
      opinion on the question posed. They may offer a single view ie either
      agreeing **or** disagreeing supporting it with relevant material from the text:
      or, they may present the answer as a closed, or open-ended discussion
      using relevant material from the text to support the case they are making etc.*

      Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(ii) Imagine Moira, Michael's wife, were to make a short speech at his funeral.
      What do you think she would say about Michael and the people who murdered
      him?   (30)

      *Candidates will imaginatively engage with the difficulties of the relationship
      from Moira's perspective. Registers of language will reflect the context of the
      speech. Some rubrics of public speaking may be in evidence etc.*

      Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(iv) Imagine Moira met Andrea after Michael's death. Write the conversation
      that you think might have occurred between them.   30)

      *The answer will be framed as a conversation/dialogue. Language registers as
      appropriate – antagonistic, bitter, confrontational, etc…*

      Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

F   AMONGST WOMEN – John McGahern

Answer **all** of the questions.

1.   *(a)*   Describe briefly the events of the day that Michael Moran and Rose were
married.   (10)

*Candidates will show their knowledge of the text by accurately describing
the event indicated above.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b)   Do you think their marriage was a happy one? Give reasons for your answer,
supporting them by reference to the events of the novel.   (10)

*Candidates will demonstrate their knowledge and understanding of the
marriage portrayed in the novel as they move towards a conclusion.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

2.   Did you find Michael Moran, the father in the story, a likeable character?
Support your answer by reference to the text.   (10)

*Candidates will demonstrate their knowledge and understanding of the
the nominated character as they move towards a conclusion.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

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

3.   (i)   "Moran seems to get on much better with the women in his life than with
the men." Do you agree with this view? Support your answer by reference
to the novel.   (30)

*Using their knowledge of the text, candidates will offer their considered
opinion on the question posed. They may offer a single view ie either
agreeing **or** disagreeing supporting it with relevant material from the text:
or, they may present the answer as a closed, or open-ended discussion
using relevant material from the text to support the case they are making etc.*

OR

(ii)   "The Moran family would find it very hard to adapt to the Ireland of
        2003." What do you think of the above view? Support your answer by
        reference to the novel.   (30)

*Using their knowledge of the text, candidates will offer their considered
opinion on the question posed. They may offer a single view ie either
agreeing **or** disagreeing supporting it with relevant material from the text:
or, they may present the answer as a closed, or open-ended discussion
using relevant material from the text to support the case they are making etc.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(iii)   Which of Moran's sons, Luke or Michael, would you prefer to have as a
        friend? Support your view by reference to the novel.   (30)

*Candidates will offer a preference based on their personal appreciation
of either character and the qualities they identify as worthy of friendship.
Knowledge of the text wil support and substantiate the case being presented etc.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

G   THE PLOUGH AND THE STARS – Sean O'Casey

Answer **all** of the questions.

1.   *(a)*   In *The Plough and the Stars*, do you think that Nora was a good homemaker?
                   Explain your answer.   (10)

          *Candidates will show their knowledge and understanding of the character as
          they move towards a conclusion.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b)   Describe Jack Clitheroe's behaviour towards Nora, his wife, when she came to beg him to leave the fighting and come home with her.   (10)

Candidates will show their knowledge of the play as they accurately describe the nominated part of the action.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

2.   Bessy Burgess cared for Nora after she went insane. Describe what happened to her and Nora at the end of the play.   (10)

Candidates will show their knowledge of the play as they accurately describe the nominated part of the action.

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

Answer ONE of the flollowing: [Each part carries 30 marks]

3.   (i)   "In *The Plough and the Stars* the male characters are weak and stupid; the female characters are strong and brave."
What is your response to this statement? Refer to **one** male and **one** female character in your answer.   (30)

*Using their knowledge of the text, candidates will offer their considered opinion on the question posed. They may offer a single view ie either agreeing **or** disagreeing supporting it with relevant character references from the text: or, they may present the answer as a closed, or open-ended discussion using relevant material from the text to support the case they are making etc.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(ii)   Which character in the play did you most admire? Give reasons for your
         answer.   (30)

*Candidates may choose any character. Using their knowledge of the play,
they will make a case for their preferred character, giving supporting evidence
as they move towards a conclusion.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(iii)   There are many funny moments in the play, *The Plough and the Stars*.
         Give an account of a funny moment in the play and say why you found
         it to be so.   (30)

*Candidates may choose any comical moment that appeals to their sense of
'fun'. Using their knowledge of the play, they will both describe and make a
they will make a case for their preferred moment, giving supporting evidence
as they move towards a conclusion.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

H   MACBETH – William Shakespeare.

1.   *(a)*   Describe what happens on the night that Macbeth murders Duncan,
                  King of Scotland.   (10)

*Candidates will show their knowledge of the play as they accurately
describe the nominated part of the action.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

(b) Do you think that becoming king made Macbeth happy? Give reasons
for your answer. (10)

*Candidates will show their knowledge and understanding of the play as
they move towards a conclusion.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

2. As the play progresses, what in your view are the things that finally
destroy Macbeth? (10)

*Candidates will show their knowledge and understanding of the play as
they make the case in their answer.*

Marking : EX 10. See grade grid (P+C)+(L+M): COMBINED CRITERIA

Answer ONE of the following; [each part carries 30 marks]

3. (i) Imagine that, after the death of Macbeth, members of the public could
apply for the job of King or Queen of Scotland. Write the letter of
application that you would send in for either job. (30)

*Candidates will frame their writing as a letter of application. The
Language register may be business-like / formal etc. According to
their reading of the play, they will make a case why their characteristics
would be more appropriate to kingship that those of either Malcolm and
Donalbain etc.etc.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(ii) "The Witches play a very important part in Shakespeare's play, *Macbeth*."
To what extent do you agree with the above statement? Support your
answer by reference to the play. (30)

*Using their knowledge and understanding of the text, candidates will offer
their considered opinion on the question posed. They may offer a single view
ie either agreeing or disagreeing supporting it with relevant character
references from the text: or, they may present the answer as a closed, or
open-ended discussion using relevant material from the text to support the
case they are making etc.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

OR

(iii) "*Macbeth* is a play that is full of action and excitement for the audience."
Do you agree with the above view of the play? Support your answer by
reference to the play. (30)

*Using their knowledge and understanding of the text, candidates will offer
their considered opinion on the play from the audience perspective.
ie either agreeing or disagreeing supporting it with relevant character
references from the text: or, they may present the answer as a closed, or
open-ended discussion using relevant material from the text to support the
case they are making etc.*

Marking : EX 30. See grade grid P, C, L, M : DISCRETE CRITERIA

I   **THE ROAD TO MEMPHIS** – Mildred Taylor

1. *(a)*   Describe briefly one event in the novel, *The Road to Memphis*, that showed the
kind of life lived by Cassie Logan. (10)

*Candidates will show their knowledge and understanding of the novel in
the description of the event, the inferences made etc.*

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(b) Do you feel that, in general, life has treated Cassie fairly? Support your
Answer by reference to the text. (10)

*Candidates will offer their personal reflections on the question using
material from the text to support the case they are making etc.*

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

2. What did you think was the most important moment in the novel? Give reasons for
your answer, supporting them by reference to the text. (10)

*Candidates will offer their personal reflections on the question using
material from the text to support the case they are making etc.*

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

Answer ONE of the following; [each part carries 30 marks]

3. (i) Imagine that Statler Aames is to go on trial on a charge of racism. Write a
short article for a newspaper outlining the background to the trial. (30)

*Using their knowledge and understanding of the text, candidates will
frame their writing as a newspaper article. Given the context of the novel
the language registers may reflect heightened emotional states etc.*

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

OR

(ii)   From the following list of comments about the book, choose the one that you think is most true, supporting your choice by reference to the text.   (30)

The Road to Memphis is a book that

-    *is full of excitement and adventure*
-    *makes people think about serious issues*
-    *is true to life*

Candidates will choose one of the statements above as a starting point to develop an explanation, a judgement, an impression of the novel using appropriate material from the text to support their comments etc.

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

OR

(ii)   Do you think there are any similarities between the kind of world in which *The Road to Memphis* is set and the Ireland of today? Give reasons for your answer.   (30)

Candidates will relate the textual material to their own experience in answering this question. There will be a variety of emphases supported by material chosen from the text and a variety of other sources as deemed appropriate to make the case etc.

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

SECTION II

THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A** – Theme **or B** – Hero, Heroine, Villain.

In your answer you may not use the text you have answered on in **SECTION I** – The Single Text.

N.B. The questions use the word **text** to refer to all the different kinds of texts available for study on this course, i.e. novel, play, short story, autobiography, biography, travel, and film. The questions use the word **author** to refer to novelists, playwrights, writers in all genre, and film-directors.

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 question 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 reference in an answer will come from the key moment/s. Candidates may offer appropriate illustrative reference from any part of the text/s.

A   THEME

1.   *(a)*   Name a theme that was explored in a text you studied for your comparative course and show how important it was in the life of one of the characters from the text.   (30)

Candidates will nominate the theme and demonstrate its importance by examining the life of their chosen character. They will show their understanding of its importance by(a) the evidence offered and (b) the relevance of the implicit and/or explicit inferences drawn etc.

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

(b)   Compare the way in which the **same theme** was important in the life of a character from another text on your comparative course.   (40)

*Working from the basis of **another** text, candidates will analyse, comment on etc. the importance of the theme from the point of view of another chosen character. They will demonstrate their understanding of its importance by (a) the evidence offered and (b) the relevance, quality, aptness etc. of the implicit and/or explicit inferences drawn etc.*

Marking : EX 40. See grade grid P,C, L, M, : DISCRETE CRITERIA

OR

2.   Write down the theme that was common to two of the texts you have studied for your comparative course and then complete the following statements, *(a)* and *(b)*.

(a)   *"The theme was clearest to me in the first text when…"*   (30)

*Candidates will nominate the theme.
In completing the statement, they will then will show their knowledge and understanding of the moment in the text fuelling their insight ('clearest').
They will demonstrate their understanding by (a) the evidence offered and (b) the relevance, quality, aptness etc. of the implicit and/or explicit inferences drawn etc.*

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

(b)   *"You could clearly see the same theme in the second text when…"* (40)

       Candidates will demonstrate their knowledge and understanding of the
       Similarities/differences in the second treatment of the theme by
       (a) the evidence offered and
       (b) the relevance, quality, aptness etc. of the implicit and/or explicit
       inferences drawn etc.

       Marking : EX 40. See grade grid P,C, L, M, : DISCRETE CRITERIA

B   HERO, HEROINE, VILLAIN

1.   *(a)*   Say why you liked or disliked the hero or heroine or villain in a text
       you have studied for your comparative course.   (30)

       From their reading of their nominated text, candidates will express their
       their opinions on a character of major significance to them. Evidence will
       be offered to support the case being made. Relevance, quality, aptness etc.
       of the implicit and /or explicit inferences drawn etc. will be of importance.

       Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

    (b)   Compare this character with the hero or heroine or villain from another
       text you have studied.   (40)

       *Working from the basis of **another text**, candidates will analyse, comment*
       on etc. the differences and/or similarities between the character of
       significance chosen in (a) and another chosen as the focus of this answer.
       They will demonstrate their understanding by the evidence offered, the
       Relevance, quality, aptness etc of the implicit and / or explicit inferences
       drawn etc

   .

       Marking : EX 40. See grade grid P,C, L, M, : DISCRETE CRITERIA

OR

2.　From the texts you have studied for your comparative course, choose a hero or heroine or villain that was a very memorable character. Name the character and the text. Write out the replies the character would make to the following questions:

(a)　Why will readers remember you so well?　　　　　　　　　　(30)

Candidates will name (a) the character and (b) the text.
candidates may interpret this question as a type of 'interview',
personal testament / declaration (using "I") etc.
Whatever the form of presentation chosen, they will demonstrate
their understanding by the evidence offered and the relevance, quality
aptness etc. of the implicit and / or explicit inferences drawn etc.

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

(b)　In what ways are you similar to or different from a character in another
text?　　　　　　　　　　　　　　　　　　　　　　　　　(40)

The question emphasises similarities / differneces.
Whatever the form of presentation chosen, they will demonstrate
their understanding by the evidence offered and the relevance, quality
aptness etc. of the implicit and / or explicit inferences drawn etc.

Marking : EX 30. See grade grid P,C, L, M, : DISCRETE CRITERIA

SECTION III

POETRY

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

General.

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

Note that responding to the unseen poem is an exercise in æsthetic reading. It is especially important, in assessing the responses of the candidates, to guard against the temptation to assume a 'correct' reading of the poem.

Reward the candidates' awareness of the patterned nature of the language of poetry, its imagery, its sensuous qualities, its suggestiveness etc.

Note that the Unseen Poem is essentially a <u>reading test; do not expect lengthy answering.</u>

UNSEEN POEM (20 Marks)

1. Do you think that this is a good love poem? Give a reason. (10)

 Candidates will state and justify their opinion.

 | Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA |

2. Write out the lines that in your opinion best capture the lover's feelings.
 Why did you choose them? (10)

 Candidates will state, explore and justify their answer.

 | Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA |

PRESCRIBED POETRY (50 Marks)

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

A.   FUNERAL BLUES *(W.H. Auden)*

1.   *(a)*   How did this poem make you feel?   (10)

Candidates will state their opinion. Support as appropriate.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(b)   Do you think that the poet really loves the one who has died?
Explain your answer.   (10)

Candidates will state, explore and justify their opinion.
Support as appropriate.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(c)   Do you like the way the poet expresses sadness at the death
of his friend?   Give a reason.   (10)

Candidates will state, explore and justify their opinion.
Support as appropriate.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

Answer ONE of the following; [Each part carries 20 marks]

2.   (i)   Imagine that the poet wanted to choose a line or two from the poem
to be   written on his lover's tombstone. Which line or lines would
you advise him to choose? Write the lines and give reasons for
your choice.   (20)

In the light of their reading of the poem, candidates will choose, explore
and justify their choice of lines with support as appropriate.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

OR

(ii)   Imagine you wanted to perform this poem to music with a group of musical friends. How would you perform it so that people would remember the experience?   (20)

Candidates will imagine a reason, a context, a venue, a performance and an audience. The purpose is to create a memorable experience. Elements of poetry will be blended with other performance related / theatrical to give sense of performance etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

OR

(iii)   What things did you learn about the poet W.H. Auden from reading the poem? Refer to the poem in your answer.   (20)

Candidates will have read the poem from a variety of different perspectives. All statements will rely on the text to some extent for support and justification.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

B   VALENTINE

1.   *(a)*   "I am trying to be truthful."
         In your opinion, what is the speaker of the poem trying to tell her lover about her feelings?   (10)

From the context of the poem, candidates will state their opinion. Support as appropriate etc.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(b)   Write down one line or phrase from the poem that tells you most about the kind of relationship the lovers have. Say why you think it is an important line.   (10)

Candidates will make their choice, explore and justify their views. Support as appropriate etc.

.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(c)   How do you imagine a lover would feel if he or she received this poem on St. Valentine's Day? Explain your answer.   (10)

Candidates will explore and justify their answers. Support as appropriate etc.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

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

(i)   In what way is this poem different from the normal poems or rhymes that lovers send to each other on Valentine's Day?   (20)

Candidates will use their knowledge of the culture of Valentine verse as they compare and / or contrast this approach to what is familiar / customary etc. Expect a wide variety of responses. Justification and support as appropriate etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

OR

(ii)   In your opinion, what reply might the lover write to this Valentine? You may, if you wish, write your reply in verse.   (20)

Expect a wide variety of responses; a variety of genres; a variety of language registers etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(iii)   "Lethal.
          Its scent will cling to your anger,
          cling to your knife."
          Do you think that this is a good ending to the poem?
          Explain your view.   (20)

*From the context of the poem, candidates will offer a variety of
explanations exploring the relevance / excellence or otherwise
of this sense of an ending. Justification and support as appropriate etc.*

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

C   THE LAKE ISLE OF INNISFREE *(W.B.Yeats)*

1.   *(a)*   How in the first two stanzas of the above poem does the poet help us to
              imagine the kind of place Innisfree is?   (10)

*Candidates will respond to the writing in the nominated stanzas. They
will explore and justify their responses. Reference and support as
appropriate etc.*

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(b)   In your opinion what qualities of the place are most important to the poet,
        W.B. Yeats? Support your answer by reference to the text of the poem. (10)

*Candidates will state, explore and justify their choice of qualities during
an exploration of their importance to the poet. Reference and support as
appropriate etc.*

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

2. This poem by Yeats is very popular among readers of poetry. From the following list of reasons why it is so popular, choose the one that is closest to your own view and explain your choice. Support your answer by illustration from the text. (10)

- *The descriptions of the place are very appealing*
- *The poem contains many beautiful sounds*
- *The main idea in the poem is attractive to people*

Candidates will choose one of the statements offered. They will explore the relevance of their chosen statement to the demands of the question.
(Reference to other poems by the poet on the course may be included)

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

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

(i) "While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core."

What do you understand these last two lines of the poem to mean? (20)

From the context of the poem, candidates will offer a variety of explanations exploring the meaning of these lines as a sense of an ending. Justification and support as appropriate etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

OR

(ii) Write a paragraph outlining the reasons why you like or dislike the poems by W.B. Yeats on your course. (20)

Candidates are invited to express their preference. Some poems may be more referenced than others. Justification and support as appropriate etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(iii)   Would Innisfree appeal to you as a place to live? Support your answer by
reference to the poem.   (20)

*Candidates are invited to express their judgement based on the evidence
of the poem and their own preference. Justification and support as
appropriate etc.*

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

D   THE ARRIVAL OF THE BEE BOX

1.   *(a)*   What impression of the poet, Sylvia Plath, do you get from reading this poem?
                                                                              (10)

*Candidates are invited to express their views of the poet based on their
reading of the poem.*

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

(b)   What words or phrases from the poem especially help to create that impression
for you?   (10)

Candidates will support their views as appropriate.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

2. The following list of phrases suggests some of the poet's attitudes to the bee box:

- *She is fascinated by it*

- *She is annoyed by it*

- *She feels she has great power over it*

Choose the phrase from the above list that is closest to your own reading of the poem. Explain your choice, supporting your view by reference to the words of the poem. (10)

Candidates will choose one of the statements offered. They will explore the relevance of their chosen statement to their reading of the poem. References as appropriate etc.

Marking : EX 10. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

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

(i) Imagine you were asked to select music to accompany a public reading of this poem. Describe the kind of music you would choose and explain your choice clearly. (20)

Candidates will show an awareness of context and audience.
From the evidence in the poem and their own sense of its effect, they will select and justify a choice of music etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

OR

(ii) "The box is only temporary."
What do you understand the last line of the poem to mean? (20)

From the context of the poem, candidates will offer a variety of explanations exploring the meaning of these lines as a sense of an ending. Justification and support as appropriate etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

OR

(iii)   Write a paragraph in which you outline the similarities **and/or**
         differences between *The Arrival of the Bee Box* and the other poem
         on your course by Sylvia Plath, *Child*.   (20)

         Candidates will present the writing in a comparative framework.
         References to both poems as appropriate to support the case being made
         etc.

Marking : EX 20. See grade grid (P+C)+(L+M) : COMBINED CRITERIA

For appendices, see over →

APPENDIX 1

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT

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

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

Discrete Criteria

	100	A	B	C	D	E	F	N/G
100	Purpose 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	Coherence 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	Language 30%	26 - 30	21 - 25	17 - 20	12 - 16	8 - 11	3 - 7	0 - 2
	Mechanics 30%	9 - 10	7 - 8	4 - 5	3 - 4	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 30%	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 30%	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 30%	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 30%	4	3	2	1	0	0	0
	30							
30	Purpose 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	Coherence 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	Language 30%	8 - 9	6 - 7	5 - 6	4 - 5	2 - 3	1 - 2	0
	Mechanics 30%	3	2	2	1	0	0	0

When marking questions with toals below 30, the four criteria will be applied
keeping the following in mind resulting in one global mark.

		B - A	D - C	N/G - E
20	Purpose & Coherence 60%			
		18 - 25	10 - 17	0 - 9
	Language & Mechanics 40%			
15	Purpose & Coherence 60%			
		14 - 20	8 - 13	0 - 7
	Language & Mechanics 40%			
10	Purpose & Coherence 60%			
		7 - 10	4 - 6	0 - 3
	Language & Mechanics 40%			

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 he 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.