



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2009

MARKING SCHEME

ENGLISH

ORDINARY LEVEL



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION, 2009

Marking Scheme

English - Ordinary Level - Paper 1

Total Marks: 200

Wednesday, 3rd June – Morning, 9.30 – 12.20

MARKING SCHEME

STATE EXAMINATIONS COMMISSION
LEAVING CERTIFICATE ENGLISH 2008 – ORDINARY LEVEL

CRITERIA FOR ASSESSMENT

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

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

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

To display a clear and purposeful engagement with the set task

To sustain the response in an appropriate manner over the entire answer

To manage and control language appropriate to the task

To display levels of accuracy in spelling and grammar appropriate to the required/chosen register.

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

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

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

The list of texts prescribed for assessment in 2006 is set out in the appropriate DES Circular M2/04

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*.

SECTION I COMPREHENDING (100 marks)

TEXT I

YouTube – CONNECTING OUR WORLD

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

General.

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

Question A

- (i) Having read the entire interview, what do you think are the advantages and disadvantages of YouTube? Support your answer with reference to the text. (15)

Simple to use: free: instant communication/celebrity: quick and easy access to information/entertainment: simple technology: caught a ‘spirit of the times’ etc. and has the potential to be dangerous/harmful and misused etc.

Combined Criteria	P + C = 9	L + M = 6
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- (ii) The picture that accompanies this text shows YouTube inventor Chad Hurley, Planet Earth and computer screens. Do you think this is a suitable picture to accompany the interview? Give reasons for your answer. (15)

Possible approaches: personalizes the interview: it connects the reader to the theme and content: illustrates that the whole world is connected: emphasizes the youthfulness of the creator...Candidates are free to criticize its suitability offering

reasons etc.

<i>Combined Criteria</i>	P + C = 9	L + M = 6
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- (iii) In this interview, what does Chad Hurley tell us about the public's response to the development of YouTube? (20)

Possible approaches: Talks about its mass appeal: fulfils desire for tv/information/entertainment 'on demand': capitalises on the desire for social networking: fits into the new culture's 'multi-tasking' mentality etc. etc.

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

You have won a competition entitled 'Be a Celebrity for a Day'. Write out **two diary entries** or **two blog entries** about your experience. (50)

Some points to note –

- *Diary intended for private reading: blog intended for public reading.*
- *Diary tends to have just one author: blog has potential for many authors.*
- *Diary can contain images/cuttings/script: blogs can contain images/video/sound.*
- *Both diaries and blogs can share casual approaches to the more conventional forms /aspects of writing.*

Candidates are free to express those elements of their celebrity experience which had a particular impact in language registers of their choice. References to popular culture may feature etc.

<i>Discrete Criteria</i>	P = 15	C = 15	L = 15	M = 5
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TEXT 2

THE FAMILY'S FIRST TELEVISION

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

Question A

- (i) What do you learn about the Sheridan family from your reading of the extract? Support your answer with reference to the extract. (15)

Possible approaches: close-knit relationships: have a 'can do attitude': have a sense of adventure: look forward to the excitement of new things: co-operative etc.

<i>Combined Criteria</i>	P + C = 9	L + M = 6
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- (ii) This extract is full of detailed description. Choose your favourite detail/description from the passage and explain why you liked it. (15)

There are many options to choose from: personal appeal will be the guide. Candidates will choose a detail/description which from the passage which especially appeals. Expect that a convincing explanation will be offered for the particular choice made etc.

<i>Combined Criteria</i>	P + C = 9	L + M = 6
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- (iii) How does the writer create an atmosphere of suspense and excitement in paragraph 2 of the extract? (20)

The emphasis is on commenting on 'how': candidates can comment on particular moments of the story: the qualities of the 'picture painting': the use of language: the rhythms of the sentences etc. Expect that a convincing explanation will be offered for the particular choice(s) made etc.

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

Imagine you are the young Peter Sheridan. Write the **letter** he might have written to his grandmother describing the events that took place in his house on New Year's Eve, 1959 and his role in them. (50)

*Candidates will shape the writing as a letter with **or** without the usual rubrics. The language register may be familiar, personal or 'chatty'. Imaginative engagement invites*

candidates to adopt the persona of the young Peter Sheridan. Expect to hear details of the event spoken in a new 'personal voice' etc.

<i>Discrete Criteria</i>	P = 15	C = 15	L = 15	M = 5
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TEXT 3

DIFFERENT TYPES OF CONNECTIONS

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

Question A

- (i) Choose **one** of the images from Text 3 and explain why you think **it is** or **is not** a good illustration of that type of connection. (15)

Candidates will make a choice and argue the extent to which their choice is a convincing illustration of the connection represented. Expect that some reference will be made to a some visual features present to support the case being made etc.

<i>Combined Criteria</i>	P + C = 9	L + M = 6
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- (ii) If you were asked to replace **one** of the images illustrating a connection in Text 3, which one would you choose to remove?
Describe the image you would use as a replacement.
(**N.B.** The caption should remain the same.) (15)

Candidates will nominate the image for removal. Using the caption as a guideline, candidates are required to clearly describe a n appropriate replacement image.

<i>Combined Criteria</i>	P + C = 9	L + M = 6
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- (iii) Which **one** of the different types of connection represented in Text 3 do you find most interesting? Explain your answer. (20)

Candidates will choose one form of connection e.g. with friends: through sport etc. and comment, from a personal perspective, on its particular interest and appeal. Elements of the relevant image may be used to help the case being made etc.

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

Write the short **talk** you would give to your class on **one** of the following topics:

- letter writing is a thing of the past
- the internet can be a fascinating place
- there is nothing in newspapers to interest young people

(50)

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

<i>Discrete Criteria</i>	P = 15	C = 15	L = 15	M = 5
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SECTION II COMPOSING (100 marks)

General.

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

N.B. “The general functions of language outlined here will continually mix and mingle within texts. So there can be an aesthetic argument, a persuasive narrative or an informative play” (DES English Syllabus 2.5).

The composition titles refer back to individual texts. However, the examination paper itself is constructed around a single theme and all the texts on the paper are considered to be a resource for the candidates. Therefore, even though a composition title is linked to one of the texts, in shaping their compositions candidates are free to refer to, quote from, or draw ideas from any or all of the texts and their accompanying illustrations.

Candidates may refer formally to the text to which the composition is linked or they may complete the composition assignment with reference to their own store of knowledge/reference/experience.

Write a composition on **any one** of the following.

Each composition carries 100 marks.

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

1. “We were in the right place at the right time.” (TEXT 1)

Write about a time when you found yourself in the right place at the right time.

“Write about...” Candidates are free to choose an approach which best suits their own purposes as writers. The writer will be at the centre of the writing. Expect a wide range of situations, styles, registers etc. May be shaped as a story, a narrative, a report focusing on a diverse range of possible scenarios etc.

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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2. “This is a multi-tasking generation.” (TEXT 1)

Write an article for a magazine about what it is like being a teenager in the twenty-first century.

*Expect a wide variety of approaches to shaping the writing. Material may be presented with **or** without rubrics such as headlines/sub-headlines etc. There is no specific target audience/magazine readership identified: the stance of the writing will indicate its audience etc. While keeping its immediate focus, candidates may include references to the teenage experiences of previous generations, etc.*

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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3. “New Year’s Eve... A light snowfall.” (TEXT 2)

Write a personal account of your favourite memories of Christmas and the New Year.

A variety of approaches to framing the accounts is envisaged. Expect celebratory tellings from the perspective of the engaged ‘I’, that is, the register will be personal. Christmas and New Year can be treated as separate events or as a continuous festive season etc.

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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4. “They looked like zombies who’d been attacked by the abominable snowman.” (TEXT 2)

Write a short story inspired by the above sentence.

The writing will be inspired by the sentence. Expect that candidates will respond to the invitation in a great variety of ways : some may adopt the given sentence wholeheartedly: others more casually. The writing will be shaped as a short story – i.e. have a sense of a beginning – middle – end: have a character(s): have a time-line incorporating a defining moment etc.

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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5. “I couldn’t wait for the rest of the 1960s to begin.” (TEXT 2)

Write a talk you would give to your classmates about what you imagine life will be like in the year 2060.

Expect the writing to be shaped as a talk or a speech with or without the usual rubrics. Language register(s) may recognize the target audience – i.e. an audience of peers. As such, the register(s) employed may be little more relaxed than might be expected in other more formal settings. Expect that a wide variety of imaginative scenarios will be referred to...sketched out... etc.

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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6. “Connections with foreign places” (TEXT 3)

Write a narrative or short story inspired by image 3.

Writing will be inspired by image 3. Expect a wide variety of approaches / points of view. Candidates will engage imaginatively with the nominated image. The writing will be shaped as a short story – i.e. have a sense of a beginning – middle – end: have a character(s): have a time line incorporating a defining moment etc.

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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7. Look at the images in Text 3. (TEXT 3)

Write a personal account of an experience that showed you the importance of connections.

Candidates are invited to draw inspiration from the images in Text 3. A variety of approaches to framing the accounts is envisaged. Expect candidates to reflect on and/or elaborate the importance of connections. Expect that these musings/accounts/tellings etc. will be rooted in the perspective of the engaged 'I' that is, the register will tend to be personal. Candidates are free to write about those connections that 'speak to' them etc.

<i>Discrete Criteria</i>	P = 30	C = 30	L = 30	M = 10
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**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION, 2009

English – Ordinary Level – Paper 2

Total Marks: 200

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

General.

“This paper will test students’ knowledge of and response to a range of texts” (DES English Syllabus, 7.4 p 20)

SECTION I

THE SINGLE TEXT (60 MARKS)

Candidates must answer on **ONE** text (A – D).

A **CAT’S EYE** – Margaret Atwood

Answer **all** of the questions.

1. (a) Based on your reading of the novel, describe the relationship between Elaine Risley and Mrs Smeath. (10)

Candidates will describe the relationship between Elaine Risley and Mrs Smeath, mother of her friend Grace Smeath. Mrs Smeath is a regular churchgoer, and disapproves of the Risleys’ godless lifestyle. Mrs Smeath knows that Elaine is being bullied, but puts it down to God’s punishment for her way of life. Elaine learns of this attitude and later paints Mrs Smeath naked as a means of revenge.

Combined Criteria	P + C = 6	L + M= 4
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- (b) What kind of character was Elaine’s brother, Stephen? Support your view by reference to the novel. (10)

Candidates may refer to some or all of the following: Stephen as a boy, as a student and intellectual, giving lectures throughout the world, his relationship with family, his death etc.

Combined Criteria	P + C = 6	L + M= 4
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- (c) Describe briefly **one** event from *Cat’s Eye* that you thought was particularly memorable, and explain why you found it to be so. (10)

Candidates are free to choose what they consider to be a particularly memorable moment. They will describe that moment and explain why they thought it to be particularly memorable.

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

- (i) “Cordelia is a fascinating character.” Do you agree with this view of her? Support your answer by reference to the novel.

Candidates will argue for or against the statement that Cordelia is a fascinating character. They may discuss her background, her childhood friendships and experiences later in life etc.

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

- (ii) “What if...”
Suggest **one** change you would make to the storyline of *Cat’s Eye*.
Describe what you think would happen as a result of that change.

Candidates are asked to make one change to the storyline of the novel, and to explain what consequences that would have on the storyline of the novel.

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

- (iii) You have been asked to talk to Fifth Year students about the novel you have studied for your Leaving Certificate. Write out the short talk you would give them on *Cat’s Eye* .

The task set is a talk and may be delivered with or without the usual rubrics. The register may be less formal than might be expected in other circumstances. Candidates may talk of the plot of the novel, the characters, the social setting and themes such as art and feminism etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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B REGENERATION – Pat Barker

Answer **all** of the questions.

1. (a) In your own words, outline Siegfried Sassoon’s attitude to the war. (10)

Candidates may discuss his “soldier’s declaration” which opens the novel, his attitude to the army, to the ordinary soldiers and to the politicians who run the war etc.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Which character did you admire most in *Regeneration*? Explain your choice by reference to the novel. (10)

Candidates are required to choose one character from the novel and explain why they admired that character the most.

Combined Criteria	P + C = 6	L + M = 4
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- (c) What do you think is the saddest moment in the novel? Briefly describe what happens and explain why it is so sad. (10)

Candidates are free to choose any moment from the novel which they consider to be the saddest, to describe that moment and to justify their choice.

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

- (i) What is your opinion of Dr. Yealland and the methods he uses to treat his patients? Explain your view by reference to the text.

With the aid of reference to the text, candidates will give their opinion of the type of man they think Dr Yealland is, and they will outline their view on his methods of treatment. They may wish to compare him and his methods with Dr Rivers and his.

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

- (ii) Have your views on war changed in any way as a result of reading *Regeneration*? Explain why or why not, referring to the text in support of the points you make.

Candidates are free to argue that the novel has or has not changed their attitude to war. They are required to support their argument by reference to the text.

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

- (iii) Imagine that you are a nurse working in Craiglockhart. Write a letter home, describing what day-to-day life is like for the patients in the psychiatric hospital.

The writing will be shaped as a letter with or without the usual rubrics. Candidates may

mention some or all of the following: the daily routine, the personalities of doctors and patients, the environment of the hospital etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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C CIRCLE OF FRIENDS – Maeve Binchy

Answer **all** of the questions.

1. (a) Describe what happens when Eve visits Simon Westward to ask for money to help pay for her college fees. (10)

This is her first visit to Simon’s House. She meets Heather (Simon’s sister) and her wheelchair-bound Grandfather...accepts hospitality...refuses to take a seat...asks Simon to pay her college fees for four years...he agrees...atmosphere formal even hostile etc.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Select one scene or moment in the novel that made you feel particularly sympathetic towards Benny. Briefly describe the scene, and explain your response to it. (10)

Candidates will select and describe their chosen scene i.e. disappointment at not receiving her birthday outfit... when she learns of Jack’s philandering in Wales...his affair with Nan...his betrayal of Benny...her father’s death...being plagued by Sean Walsh etc.

Combined Criteria	P + C = 6	L + M = 4
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- (c) “Jack Foley is a very selfish character.” Do you agree or disagree with this statement? Give reasons for your answer. (10)

Candidates are free to take a view. Evidence of selfishness is seen in his rejection of father’s wishes re law...cheating on Benny...pleasure-seeking life etc... or, very normal upper-middle class spoiled young man...etc. Strength of case will depend on evidence provided.

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

- (i) Choose one of the following issues that *Circle of Friends* made you think about:

- *Friendship*
- *Women's Rights*
- *Disappointment*

Explain how this issue affected **one** character in the story.

Friendship: *Benny and Eve: Mother Francis and Eve: Benny and Jack despite his betrayal: among the circle etc.*

Women's Rights: *Eve asserts her rights to go to college: Eve works for independence: Benny breaking away from home: independent women running their own businesses etc.*

Disappointment: *in love: in trust and relationships etc.*

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

- (ii) If you were asked to play the part of one of the characters from *Circle of Friends* in a new film adaptation of the novel, which character would you choose? Explain your choice with reference to the novel.

Candidates will offer a clear explanation of their choice of part supported by appropriate references to the text.

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

- (iii) Based on your reading of *Circle of Friends*, do you think that Maeve Binchy is a good story-teller? Give reasons for your opinion.

Candidates are free to make a case for their point of view. Support for their case may be drawn from their experience of studying the book and/or some consideration of the qualities of story telling e.g. plot, suspense etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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D JANE EYRE – Charlotte Brontë

Answer **all** of the questions.

1. (a) Describe what happened to Jane when she was locked in the Red Room.

(10)

Frightened of being alone because of Mr Reed's death there...imagination runs riot...becomes hysterical...no pity...faints...etc.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Based on your knowledge of the novel, describe the type of person you imagine Mrs Reed to be. (10)

Cruel...partial to some, vindictive to others...tarnishes Jane's name...unforgiving. She can be deceitful, bitter and petty etc.

Combined Criteria	P + C = 6	L + M = 4
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- (c) Did you like or dislike the character of Helen Burns? Explain your view. (10)

She is helpful...holy...courageous...or ...too submissive...fatalistic etc. Strength of case will depend on evidence provided.

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

- (i) "As a novel, *Jane Eyre* presents readers with a very negative and depressing view of life."

Do you agree with this statement? Give reasons for your answer, supporting them by reference to the text.

The location(s)...the interpersonal relationships...the status of childhood...lack of freedom for women...hostile environment...

Courage and endurance that is shown by characters...fulfillment of wishes...victory of love over all obstacles etc.

Strength of case will depend on evidence provided.

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

- (ii) Imagine that Jane was teaching you in Thornfield Hall. Write a letter to one of your friends in which you describe your impressions of Jane.

Writing will be shaped as a letter with or without the usual rubrics. Some qualities such

as: Jane’s artistic skills, her excellent teaching technique, her persistent restlessness, her closeness to Rochester, her jealousy of prettier women may merit some comment . The writer may speculate on Jane’s future etc.etc.

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

- (iii) “All the male characters in *Jane Eyre* are selfish and cold-hearted.” Discuss this view with reference to at least one of the male characters in the novel.

Candidates may focus on one or more of the male characters in their answer. They are free to state and develop their point of view. Strength of case will depend on arguments made and evidence provided etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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E SPIES – Michael Frayn

Answer **all** of the questions.

1. (a) Why do Stephen and Keith suspect that Mrs. Hayward (Keith’s mother) is a German spy? Refer to the novel in your answer. (10)

Candidates are asked to recall why the two boys suspect that Keith’s mother is a German spy. they may mention her constant letter-writing; discovering the diary with X marks; apparent visits to the post box followed by her disappearances; her constant trips to her sister; her mysterious trips to another part of the town etc.

Combined Criteria	P + C = 6	L + M= 4
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- (b) Do you agree that Keith is a very unpleasant boy? Explain your answer by reference to the novel.

Candidates may agree or disagree or mingle viewpoints. They may mention Keith’s assuming leadership; his domineering role in relation to Stephen; et c. supporting points made with reference to the novel. (10)

Combined Criteria	P + C = 6	L + M= 4
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- (c) Did the ending of *Spies* surprise you? Give reasons for your answer. (10)

The candidate is required to focus specifically on the ending of the novel and to make a judgement regarding the element of surprise. The candidate is free to argue for or against the surprise factor.

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

- (i) From the following statements, choose **one** which in your opinion best describes the story. Give reasons for your choice:
- *It is a story about childhood*
 - *It is a story about war*
 - *It is a story about growing up*

Candidates are required to select one of the above options. They may comment on how the novel is centred on the children and their fertile imagination; about war, where the Hayward car is laid up for the duration; the waste food bins at the end of the street; the house destroyed by an incendiary bomb; Keith's father in uniform at the end of the week; lessons learned about life and people in general etc.

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

- (ii) "Dear Michael..."
Write a letter to Michael Frayn in which you tell him what you thought of *Spies*. Support the points you make by reference to the novel.

Writing will be shaped as a letter with or without the usual rubrics. Candidates may respond in apposite or negative way or in a mixture of both, supporting their answer with reference to plot, characterization, evocation of period etc.

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

- (iii) In your opinion, would *Spies* make a good film? Refer to the novel in support of your answer.

Candidates, basing their response on their knowledge of the film genre, may refer to setting, characters, suspense, confrontation etc. to support the view that "Spies" would or would not make a good film.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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F PHILADELPHIA, HERE I COME! – Brian Friel

Answer **all** of the questions.

1. (a) Describe what happened during the visit of the Americans (Aunt Lizzy, Uncle Con and Ben Burton) to the O'Donnell household. (10)

Candidates are required to recall the event of the day when the Americans visit. They will, perhaps mention Aunt Lizzy's growing inebriation, Madge's irritation and Gar's response to his aunt's invitation and sentimentality etc.

Combined Criteria	P + C = 6	L + M= 4
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- (b) In your opinion, was Gar a good son to S.B. O'Donnell? Give reasons for your answer. (10)

Candidates may argue for or against the view that Gar was or was not a good son, supporting the points they make with reference to the play, or they may follow a middle course between the two extremes

Combined Criteria	P + C = 6	L + M= 4
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- (c) What do you think is the most amusing scene in the play? Describe what happens and explain what made the scene so amusing. (10)

Candidates are required to choose a scene which they found amusing, describe what happens in this scene and explain why they found that scene amusing.

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

- (i) "Lack of communication is the main problem for the characters in Philadelphia, Here I Come!" Do you agree?
In your answer, you should refer to **one or more** of the characters in the play.

Candidates are free to agree or disagree with the statement, or pursue a middle course, supporting the points they make with reference to the text. They may write about Gar's relationship with his father, with Kate, with Madge and with the boys; Madge's relationship with S.B. and with Gar etc.

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

- (ii) Imagine you are Madge, the housekeeper in the O’Donnell home. Write the letter you would send to Gar a week after he left for Philadelphia. You should refer to characters and/or events from the play in your letter.

Writing will be shaped as a letter with or without the usual rubrics. The letter register will be personal...may carry information from home and queries as to how Gar is getting on in America. Candidates will base their response on their knowledge of the play.

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

- (iii) “Gar’s friends, the Boys, are more to be pitied than laughed at.” Do you agree with this view of Tom, Ned and Joe? Support your answer by reference to the play.

Candidates are asked to make a judgement on the statement, supporting it, opposing it or partially supporting it, but ultimately coming down on one side or the other.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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G THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT -TIME

– Mark Haddon

Answer **all** of the questions.

1. (a) Describe the scene early in the novel when Christopher is arrested and brought to the police station. (10)

Candidates are required to recall the incident and describe it. Christopher lying on the grass...police arrive...they quiz him too abruptly and attempt to lift him up...Christopher attacks him...brought to police station...told to empty his pockets...put in a cell. Released with a caution after his father arrives.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Do you like or dislike Christopher’s mother, Judy Boone? Explain your answer. (10)

Candidates are asked to make a judgement on how they view Judy Boone's character, supporting their response with reference to the novel.

Combined Criteria	P + C = 6	L + M = 4
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- (c) What kind of a relationship does Christopher have with Siobhan, his teacher at school? Refer to the novel in your answer. (10)

Candidates will describe the relationship between Christopher and Siobhan, basing their response on their knowledge of the novel.

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

- (i) Imagine that Christopher's father, Ed Boone, kept a diary. Write the diary entry Ed Boone might have written after Christopher discovered the hidden letters from his mother. Support your answer with reference to the novel.

Candidates are required to write a diary entry from the point of view of Ed Boone in which he writes about the consequences of Christopher having discovered the hidden letters. As a diary entry, this writing may be presented in a formal or informal fashion.

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

- (ii) What do you think is the most important lesson about life that can be learned from *The Curious Incident of the Dog in the Night-time*? Refer to the novel in your answer.

Candidates are free to choose what they consider to be an important issue dealt with in the novel. Their response should be justified through reference to the novel in support of the points they make.

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

- (iii) From your reading of the novel, would you like to have had Christopher as a friend? Give reasons for your answer.

Based on their knowledge of the novel, candidates will explain why they would have liked to have had Christopher as a friend.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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H THE CRUCIBLE – Arthur Miller

Answer **all** of the questions.

1. (a) Why is Reverend Parris so upset and angry at the beginning of the play? (10)

Candidates are asked to recall the events/circumstances at the beginning of the play, which explain why Rev Parris is so upset and angry. They will recall that Parris is concerned by his daughter's trance-like condition: the suspicion of witchcraft: knowledge of his own unpopularity: his witnessing of the dancing in the forest etc .

Combined Criteria	P + C = 6	L + M = 4
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- (b) In your view, was Elizabeth Proctor a good wife to John Proctor? Explain your answer, by reference to the play. (10)

Candidates are asked to make a judgement, based on their knowledge of the play, where they argue that Elizabeth Proctor is or is not a good wife to John Proctor. They may also argue an intermediate course.

Combined Criteria	P + C = 6	L + M = 4
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- (c) Which scene in the play is the most dramatic and memorable, in your opinion? Give reasons for your answer by reference to the text. (10)

Candidates are asked to identify the scene which they found to be the most dramatic and memorable one. They will then explain why they found it to be so.

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

- (i) “Arthur Miller’s play, *The Crucible*, is so cruel that it is unsuitable for study by Leaving Certificate students.”
Discuss this view, referring to events from the play in your answer.

Basing their response on their knowledge of the play, candidates will argue for or against this statement. They are free to present the pros and cons relating to the statement, but should ultimately make a decision for or against the thrust of the statement.

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

- (ii) This play is set in Salem in 1692. Would you like to have lived there at that time? Support the points you make by reference to the play.

Candidates are asked to make a judgement, based on their knowledge of the play, in which they state whether they would or would not like to live in Salem in 1692. They will support their argument, with references to the events, society, practices of the time and place etc.

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

- (iii) “Abigail Williams is the real villain of Miller’s play, *The Crucible*.” Write your response to this statement, supporting your answer by reference to the text.

Based on their knowledge of the text, candidates will express their opinions on the statement. They may also pursue a middle course, but ultimately, on balance, agree or disagree with the statement.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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I MACBETH – William Shakespeare

Answer **all** of the questions.

1. (a) Describe what happens when Macbeth and Banquo first meet the witches in the early part of the play. (10)

Candidates are asked to recall the events/happenings at the encounter...the witches’ appearance...shock...prophesies directed towards Macbeth and Banquo...their responses... the disappearance of the witches etc.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Did you feel sympathy for Lady Macbeth at any time during the play? Give reasons for your answer, based on your knowledge of the text. (10)

Candidates can express sympathy or lack of sympathy for Lady Macbeth at any time throughout the play. Knowledge of the play will assist the strength of the case made etc.

Combined Criteria	P + C = 6	L + M= 4
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- (c) From the following statements, choose **one** which in, your opinion, best describes what the play is about. Give reasons for your choice.
- It is a play about power
 - It is a play about evil
 - It is a play about love
- (10)

Power – personal and political, etc.

Evil – Witches, Macbeth, Lady Macbeth, etc.

Love – Love of country, Macbeth & Lady Macbeth, Macduff and family, etc.

Candidates will choose one of the options. In explaining their choice they will refer to the text to assist them in making their case etc.

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

- (i) What is your opinion of the actions and behaviour of Macduff throughout the play, *Macbeth*? Support the points you make by reference to the text.

Candidates are asked to evaluate the actions and behaviour of Macduff throughout the play. The points they make should be supported by reference to the play. Expect reference to abandoning his wife and family, his courage, love of Scotland, support for Malcolm, killing Macbeth, etc.

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

- (ii) *Macbeth* continues to be one of the most performed and popular of Shakespeare’s plays. Do you think it deserves to remain so popular today? Give reasons for your answer by referring to your own experience of studying and/or watching the play in performance.

The candidates’ response to the statement is to be based on studying and/or watching the play in performance. Candidates may refer to the issues presented in the play; to the dramatic qualities of the play – violence, pathos, anger – to the way in which a particular production was presented etc.

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

- (iii) Imagine you were asked to direct a new film based on Shakespeare's play, *Macbeth*. Which two actors would you cast in the main roles of Macbeth and Lady Macbeth? Explain your choices with reference to the play.

Candidates are asked to select two actors to play the parts of Macbeth and Lady Macbeth in a new film of the play and to explain their choice. Expect some mention of the nominated actors' previous experience, and their general suitability for these particular roles etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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SECTION II

THE COMPARATIVE STUDY (70 MARKS)

Important Note

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

- (i) To re-use the Single text already answered on;

Or

- (ii) To use a text not included on the prescribed list of texts for 2009
(see Circular 0006/2007)

In this section

- If an invalid text, as above, is used in a question that demands reference to one text only, no mark is awarded.
- If an invalid text, as above, is used in a question that demands reference to two texts (non Comparative), mark according to half the marks available e.g. in a question with an allocation of 30 marks, mark ex 15.
- If an invalid text, as above, is used as part of a two-part answer (Comparative), mark according to the Marking Scheme taking due account of the quality of the comparative element. Then deduct half of the marks awarded.

Please consult with your Advising Examiner for any further clarification on –

- (a) The above issues;
- (b) Other questions arising from a candidate's misreading of instructions relating to text choice in the Comparative Study;
- (c) The use of other un-prescribed material;
- (d) Etc.

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).

Candidates must answer **ONE** question from **either A – Social Setting or B – Theme**.

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

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

A SOCIAL SETTING

1. (a) Write a paragraph in which you outline what you liked (**or** disliked) about the social setting in **one** text from your comparative course. (30)

Candidates will select the social setting and outline their like or dislike for their choice. In their writing, expect that candidates will focus on 'the way things are and the ways things are done in the place concerned' (rules, expectations, relationships etc.) and tell of the extent to which understanding (some of) those customs helped them to appreciate the social setting etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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- (b) Compare the social setting in the text you have described in part (a) above with the social setting in another text you have studied. (40)

Candidates will compare the social setting already discussed in (a) with another description of 'the way things are and the ways things are done in the place concerned' (rules, expectations, relationships etc.) in another text from the comparative course. Expect that the candidate will clearly draw some important distinctions between texts and offer some supporting commentary etc.

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

2. Imagine that you, as a reader, could visit the world or social setting of the comparative texts you have studied.

- (a) Describe what you found interesting about the social setting in **one** text. (30)

Candidates will point out interesting...attractive... appealing characteristics of the social setting of their choice. The descriptions will variously include some comment on 'the way things are and the ways things are done in the place concerned' (rules, expectations, relationships etc.) that make them interesting...captivating etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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- (b) Explain how the social setting in the second text is more (**or** less) interesting than the one already described in (a) above. (40)

Candidates will offer an explanation of how the social setting in the new text is more/less interesting/captivating etc. that that already discussed in (a). Expect that the candidate will come to a judgement about the merits of 'the way things are and the ways things are done in the place concerned' (rules, expectations, relationships etc.) in a second text

relative to the one dealt with in (a). Expect that the candidate will clearly draw some important distinctions between texts and offer some supporting commentary etc.

Discrete Criteria	P = 12	C = 12	L = 12	M = 4
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B THEME

Before beginning your answer to either of the two questions on **THEME**, you should name a **theme** that you are going to discuss.

1. You have been asked to talk to your class about the theme of the comparative texts you have studied.

(a) Describe **one** key moment in the text where the theme is clearly evident. (30)

The key moment will be chosen to illustrate where the theme is very obviously to the fore. Expect that both the narrative and commentary provided will be handled in a variety of ways...perhaps including one where a more conversational approach is adopted (as indicated in the invitation 'to talk to your class' about the theme) etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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(b) Compare the moment described in (a) above with a moment in another text where **the same theme** is also clearly shown. (40)

Candidates will show how a key moment from another text on their comparative course similarly brings the theme very obviously to the fore. Expect that the candidate will clearly draw some important distinctions between texts and offer some supporting commentary etc.

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

2. (a) Choose a theme from **one** of the texts on your comparative course and say why it did (**or** did not) make the text entertaining. (30)

Candidates will choose the theme and outline the extent to which they found it entertaining or not. Expect a wide variety of definitions of 'entertaining'. Expect that answering will draw on and emphasize candidates' 'personal responses'. The strength of case being made will be supported by appropriate illustration and /or commentary etc.

Discrete Criteria	P = 9	C = 9	L = 9	M = 3
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- (b) Choose the **same theme** from another text and say why it made that text more (or less) entertaining than the one discussed in (a) above. (40)

Candidates will show how their chosen theme was given a more/less interesting or a more/less enjoyable treatment in another text from their comparative course. Expect that the candidate will clearly draw some important distinctions between the presentations of the theme and offer some supporting commentary etc.

Discrete Criteria	P = 12	C = 12	L = 12	M = 4
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SECTION III

POETRY (70 MARKS)

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)

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.

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

SENTIMENTAL MOMENT

1. (a) What impression does this poem give you of the way the father feels towards his son? (4)

Candidates will make a brief statement about the father’s feeling(s) for his son as displayed in the poem.

Combined Criteria	P + C + L + M = 4
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- (b) What words or phrases from the poem give you this impression? (6)

The view offered in(a) above will be supported by the candidate's choice of words and/or phrases. Allow for any accompanying comment etc.

Combined Criteria	$P + C + L + M = 6$
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2. The writer chose the title *Sentimental Moment* for this poem. In your view, what other title might he have chosen? Explain your choice by referring to the text of the poem. (10)

Candidates will offer another title and justify their choice. The title may come from the poem itself or from the candidates' own creativity. References to the text will support the case being made etc.

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

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

A AT GRASS

1. (a) What are the poet's first impressions of the retired racehorses? Refer to the first stanza in support of your answer. (10)

Information in stanza 1 – no longer important...hardly able to pick them out...standing anonymous. Candidates will make a case for their point of view etc.

Combined Criteria	$P + C = 6$	$L + M = 4$
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- (b) What kind of lives did the racehorses live fifteen years ago? Support your answer by reference to the poem. (10)

Information may be gleaned from the entire poem: fabled...cup winners...well known etc. Candidates will make a case for their point of view.

Combined Criteria	$P + C = 6$	$L + M = 4$
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- (c) Choose one phrase or line from the poem that you find particularly appealing. Explain your choice. (10)

Candidates will make a case for their choice.

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

- (i) How does Larkin convey the world of the racecourse in the third stanza?
Refer to the text in your answer.

Possible material: numbers and parasols...crowded car park...heat...litter ... jockeys' silks... the long cry etc. Candidates will make a case for their choice.

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

- (ii) The following statements suggest Philip Larkin's attitude to the racehorses:
- *He admires them*
- *He feels sorry for them*
- *He is fascinated by them*

Choose **one** statement from the above list that is closest to your own understanding of the poem. Explain your choice, supporting your answer by reference to the text.

Response will come from candidates own point of view. The case being made will be supported by appropriate reference and commentary etc.

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

- (iii) Imagine you are to make a video of *At Grass* to show to your Leaving Certificate class. What visual and/or sound effects would you use in the production? Explain your choices by reference to the poem.

Video may be based on the whole poem or be episodic in nature. Visuals, sounds, music used will illustrate/enhance the narrative of the poem. Expect some commentary on/rationale for the appropriateness of the effects chosen etc.

Combined Criteria	P + C = 12	L + M= 8
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B ON PASSING THE NEW MENIN GATE

1. (a) What, in your opinion, is the poet's attitude towards the monument commemorating the dead?
Support your answer by reference to the poem. (10)

Possible material: contempt...anger...futility...commemorates names for ever...nameless names etc. Candidates will make a case for their views.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Why, in your view, does Sassoon describe the war dead as *unheroic* and *unvictorious*?
Support your answer by reference to the poem. (10)

Candidates will make a case for their point of view supporting it with appropriate reference and commentary etc.

Combined Criteria	P + C = 6	L + M = 4
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- (c) What words and phrases in this poem, in your opinion, best convey the awful experiences of the soldiers in the First World War?
Explain your answer. (10)

Candidates will focus attention on the awfulness of the experience. The full poem is available for reference. Expect choices and commentaries.

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

- (i) From your understanding of the poem, write a piece where you argue that Sassoon is either:
- proud of the men who died
or
- angry at the massive waste of life

Support your answer by reference to the poem.

Candidates will choose either statement and make a case for why they think it best represents Sassoon's own view point. Expect reference and commentary etc.

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

- (ii) On the gate is written, “*Their name liveth for ever*” .
Imagine you are a relative of one of the war -dead. Based on your reading of the poem, write a piece in which you explain the kind of memorial that would best commemorate your relative and his fellow soldiers.

Candidates will imagine an alternative memorial, describe it and explain why their choice would best commemorate this relative and fellow soldiers. The case will be supported by reference and commentary etc.

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

- (iii) You are to make a video in which this poem is spoken. Describe the sound effects, music, images, etc. you would use to illustrate the reading of the poem.

The sound effects, music, images etc will be used to illustrate/enhance the reading of the poem. Expect some commentary on the appropriateness of the effects chosen.

Combined Criteria	P + C = 12	L + M= 8
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C FILLING STATION

1. (a) What impression of the filling station and its inhabitants do you get from reading the first two stanzas of the poem? Refer to the text in support of your answer. (10)

Possible material: dirt...oil soaked...oil-permeated...black translucency...dirty, oil-soaked monkey suit...etc. Material will be taken from stanzas 1 and 2 only.

Combined Criteria	P + C = 6	L + M= 4
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- (b) “*Somebody loves us all.*”
In your opinion, does this line provide a good ending to the poem? Explain your answer. (10)

Candidates will interpret this line based on their understanding of the poem as a whole. The strength of the case will be supported by appropriate reference and commentary.

Combined Criteria	P + C = 6	L + M= 4
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- (c) What impression of the poet, Elizabeth Bishop, do you get from reading this poem? (10)

Candidates will make a case based on their understanding of this poem. Appropriate other materials may be included as support.

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

- (i) “Good poetry creates vivid pictures in our minds.” In your opinion, is this true of *Filling Station*? Support your view by reference to the text of the poem.

Candidates will make a case based on their reading and understanding of the poem. The strength of the case will be supported by appropriate reference and commentary.

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

- (ii) Imagine you are Elizabeth Bishop. Write a diary entry, based on your reading of the poem, in which you describe your experience of stopping at this filling station.

Candidates are required to write a diary entry from the point of view of Elizabeth Bishop in which she describes her experience of stopping at the filling station. As a diary entry, the writing may be presented in a formal or informal fashion.

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

- (iii) Which of the following statements is closest to your own view of the poem:
- *Life is full of surprises*
 - *Everyone needs love*
 - *We shouldn't judge by appearances*

Explain your choice, supporting your answer by reference to the text.

Response will come from candidates' own point of view. The case being made will be supported by appropriate reference and commentary etc.

Combined Criteria	P + C = 12	L + M= 8
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D NAMING MY DAUGHTER

1. (a) How does the poet show that she is looking forward to the birth of her child? Support your answer by reference to the poem. (10)

Possible material is contained in stanza 1.

Combined Criteria	P + C = 6	L + M = 4
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- (b) Write out **one** phrase or line from the poem that you find particularly appealing. Explain what you especially like about it. (10)

Candidates will choose and explain choice. Expect some commentary on the notion of the particular appeal of the chosen phrase or line.

Combined Criteria	P + C = 6	L + M = 4
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- (c) Why did Rosita Boland choose the “Caribbean name of Rain” for her daughter? Support your view by reference to the poem. (10)

Based on their understanding of the poem, candidates will make a case for their view and support it with appropriate reference and commentary.

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

- (i) Imagine you have been asked to suggest a poem for a new collection entitled *Family Love*. Explain why you would choose the poem, *Naming My Daughter* as part of the collection.

Based on their understanding of the poem, candidates will make a case for including the poem in the anthology but may express reservations about its appropriateness etc.

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

- (ii) Which **one** of the following statements would best describe your view of the poem?
 - *It is a poem about love*
 - *It is a poem about disappointment*
 - *It is a poem about nature*

Explain your choice using reference to the text.

Based on their understanding of the poem, candidates will make a case for their

statement of choice. Answer will be supported by appropriate reasons and reference.

Combined Criteria	$P + C = 12$	$L + M = 8$
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OR

- (iii) Write a short letter to the poet, Rosita Boland, telling her about how this poem made you feel. Refer to the text of the poem in your answer.

Writing will be shaped as a letter with or without the usual rubrics. A wide range of registers is possible.

Combined Criteria	$P + C = 12$	$L + M = 8$
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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 language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns, paragraph structure, punctuation appropriate to the register, use of lively and interesting phrasing, energy, style, fluency <i>appropriate to the delivery of the task</i>	30
Accuracy of mechanics	Spelling Grammar	e.g. levels of accuracy in spelling <i>appropriate to the delivery of the task</i> grammatical patterns appropriate to the register	10

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

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

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 as sessed 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 tran sferred 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.

