



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

Marking Scheme

English

Ordinary Level

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

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

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

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

Future Marking Schemes

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

CRITERIA FOR ASSESSMENT

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

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

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

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

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

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 2015 is set out in the appropriate DES Circular 0011/2013

Use of Codes

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

Use the full range of marks available

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

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

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

General “This paper will be specifically aimed at testing the comprehending and composing abilities of students.” (DES English Syllabus, 7.3, p19).
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SECTION I COMPREHENDING (100 marks)

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

Questions A and B carry 50 marks each.

TEXT I ANIMALS

Question A

- (i) From your reading of the above extract, what impression do you form of George? Support your answer with reference to the text. (15)

Candidates should outline the impression they form of George, supporting their answers by reference to the text. Consideration should be given to all aspects of the quality of the response.

Indicative material: A family man, devoted to his children, an animal lover, a loving husband, a dutiful son, a kind man, he has a sense of humour, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Which of the following word or words would you choose to describe the above extract from *Animals*? Humorous Descriptive Realistic

Explain your answer, supporting the points you make by reference to the text. (15)

Candidates should choose a word or words to describe the extract. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine you are Dylan. Based on the above text, write a paragraph telling the story of how you lost and found your pet finch, Pete. (10)

Candidates should write a paragraph telling the story of the missing finch from Dylan's point of view. Reward well written answers that provide a credible version of events, recognisably from Dylan's point of view, that reference events from the extract, etc. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) George deceives his children twice: once, when the canary died, and again when Pete flew away. Do you think George was right to deceive his children on these occasions? Explain your answer with reference to the text. (10)

Candidates should indicate whether they think George was or was not right to lie to his children about the loss of Pete and explain their answer. Consideration should be given to all aspects of the quality of the response.

Indicative material: It spared his children the heartache of deceased pets: he and his wife are spared the distress of distraught children; lying is dishonest, children should be told the truth; children learn about life and death when pets die, etc.

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

You have decided to apply for a weekend job at the pet shop featured in TEXT 1 above, Wacker's in Donaghmede, Dublin. Write the **letter of application** you would submit to the Manager of the pet shop. (50)

The material should be shaped as a letter using the usual rubrics. Language register should be appropriate to the task. Candidates are free to draw on the material provided in the text. A letter of application might include reference to relevant qualifications and experience, it might refer to the applicant's own pets, personal references and a variety of contact details might be included, etc. Consideration should be given all aspects of the quality of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 2 BRENDAN O’CARROLL

Question A

- (i) From your reading of the written text and IMAGE 2 above, what impression do you form of Maureen O’Carroll? Support your answer with reference to the text. (15)

Candidates should outline the impression they form of Maureen O’Carroll, supporting their answers by reference to the written text and IMAGE 2.

Consideration should be given to all aspects of the quality of the response.

Indicative material: strong personality, a loving mother, formidable, a bit scary, has a sense of humour, could be difficult, sharp tongue, strong sense of justice, ambitious, intelligent, generous, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Based on Maureen O’Carroll’s experiences outlined in the extract above which of the following word or words do you think best describes the situation experienced by many women in Ireland in the past?

Challenging Difficult Unequal

Explain your answer, supporting the points you make by reference to the text. (15)

Candidates should choose a word or words to describe the situation experienced by women in Ireland in the past, as described in the extract. Developed answers will provide a detailed explanation, well supported by reference to the text.

Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Based on the above text, what aspects of Agnes Brown’s character appear to be inspired by Maureen O’Carroll? Support your answer by reference to the text. (10)

Candidates should identify at least two aspects of Agnes Brown’s character that appear to be inspired by Maureen O’Carroll, supporting their answers by reference to the text. Consideration should be given to all aspects of the quality of the response.

Indicative material: both were “battlers”, use of colourful language, possessed a temper, loved their children, teased their children, could manipulate people, rebels, uncomfortable with modern devices, strong sense of justice, intelligent, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Imagine you are either Lizzie or Michael McHugh. Write a paragraph giving your version of the events outlined in paragraph one of the above text. (10)

Candidates should write a paragraph giving a version of the events outlined in paragraph one from either Lizzie or Michael's point of view. Reward well written answers that provide a credible version of events, recognisably from Lizzie or Michael's point of view, that reference events from the extract, etc. Consideration should be given to all aspects of the quality of the response.

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

Maureen O'Carroll stood up against injustice. Write the talk that you would deliver as a **podcast or radio diary** in which you identify an injustice about which you feel strongly, and suggest ways in which you think this injustice could be addressed or overcome. (50)

The material should be shaped as a talk suitable for broadcast. Candidates should clearly identify an injustice and suggest ways in which it could be addressed or overcome. Language, tone and register may be formal or informal but should convey strong feelings. Consideration should be given to all aspects of the quality of the response, etc.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 3 TATTY

Question A

- (i) From your reading of the above extract, what impression do you form of Tatty's father? Support your answer with reference to the text. (15)

Candidates should outline the impression they form of Tatty's father, supporting their answers by reference to the text. Consideration should be given to all aspects of the quality of the response.

Indicative material: a careless father, a betting man, fond of the races, irresponsible, not entirely honest, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Which of the following word or words would you choose to describe the above extract from *Tatty*? Humorous Descriptive Realistic
Support your answer with reference to the text. (15)

Candidates should choose a word or words to describe the extract from Tatty. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Outline what you learn about Tatty from each of the book covers above and explain which one of the covers you think tells you the most about her. Support your answer with reference to both book covers. (10)

Candidates should write about what they learn of Tatty's character from both book covers and explain which one of the covers they think tells the most about her. Consideration should be given to all aspects of the quality of the response.

Indicative material: Cover 1: She appears very shy; won't raise her head, possibly frightened; appears small, young, pretty, etc. Cover 2: She appears exuberant and confident, playful, adventurous, perhaps a bit of a tomboy, young, small, pretty, etc

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Imagine you are Tatty's mother. Write a paragraph which captures your reaction to Tatty's day at the races. (10)

Candidates should write a paragraph which captures Tatty's mother's reaction to Tatty's day at the races. Reward well written answers that provide a credible response, recognisably from Tatty's mother's point of view, that reference events from the extract, etc. Consideration should be given to all aspects of the quality of the response.

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

Write two diary entries, one in which you record a time when a misunderstanding arose between you and one or more of your parents or guardians and a second one, when you record how you clarified the misunderstanding. (50)

Candidates should write two diary entries: one which records a time of misunderstanding with one or more parents or guardians and another, which records how the misunderstanding was clarified. The language and register may be quite informal and, while considerable leeway may be permitted in format, the writing should be recognisable as diary entries. Consideration should be given to all aspects of the quality of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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II COMPOSING (100 marks)

General.

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

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

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

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

1. George deceives his children in two separate incidents in TEXT 1.

Write a short story in which one character deceives another.

Candidates should write a short story in which one character deceives another. The writing should be shaped as a short story having some sense of a beginning – middle – end: a central character: a time-line: a defining moment of experience followed by a change: a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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2. We are told in TEXT 1 that George spent an hour reading a book.

Write an article for your school magazine, in which you explain why you love reading; discuss some of the books that you have most enjoyed and encourage everybody to read more.

The article is directed towards students, via a school magazine. The register may be formal/ casual/ playful/ sarcastic etc. There are three tasks required in the response, although not necessarily requiring equal attention: (i) why the candidate likes reading – the type of material is not specified: (ii) a discussion on some of the books most enjoyed, and (iii) an encouragement to read more. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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3. “I’m not having that!” (TEXT 2).

Write a personal essay about an occasion when you overcame opposition to do something you believed to be important.

Candidates should write about an occasion when they overcame opposition to do something they believed to be important. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches to framing their views. Allow for a broad interpretation of “important”. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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4. In TEXT 3, Tatty’s mother appears to be very interested in clothes.

Write an article for a popular magazine entitled, *My Passion for Fashion*.

Candidates should write an article, suitable for publication in a magazine about their passion (or lack of passion) for fashion. An article can be discursive / persuasive / anecdotal / an opinion piece / a ‘colour’ piece. Layout may include headlines, sub-headlines etc. Language register(s) used may be a little relaxed, appropriate to a broad audience, etc. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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5. George and his family try to take good care of their pet birds in TEXT 1.

Imagine you are a representative of the Irish Society for the Prevention of Cruelty to Animals (ISPICA). Write a speech, to be delivered in schools, in which you explain the practicalities and responsibilities involved in keeping a pet and encourage the students in your audience to treat animals with respect.

Candidates should write a speech as if they are a representative of the ISPCA. Expect the writing to be shaped as a speech. Candidates should deal with both aspects of the task: (i) explaining the practicalities and responsibilities involved in keeping a pet and (ii) encouraging students to treat animals with respect. The tone and register may be a little relaxed and/or informal given the youthful audience. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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6. In TEXT 3, Tatty’s father briefly loses his daughter.

Write a personal essay in which you reflect on various significant losses in your life.

Candidates should write a personal essay in which they write in a reflective manner about various significant losses in their lives. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches to framing their views. Allow for a broad interpretation of “significant losses”. Consideration should be given to the quality of all aspects of the composition.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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7. In TEXT 2, we are told that Brendan O’Carroll’s mother was not entirely comfortable with modern devices.

Write a short story in which one or more modern devices make life difficult for the character or characters in the story.

Candidates should write a short story in which modern devices make life difficult for the character or characters. The writing should be shaped as a short story having some sense of a beginning – middle – end: a time-line: a defining moment of experience followed by a change: a resolution, etc. Expect that candidates will respond in a variety of ways. Allow for a broad interpretation of “modern devices”. Consideration should be given to the quality of all aspects of the composition.

<i>Discrete Criteria ex 100</i>	P = 30	C = 30	L = 30	M = 10
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Paper Two

Section I

Single Text

60 Marks

General

“This paper will test students’ knowledge of and response to a range of texts”

(DES English Syllabus, 7.4 p 20)

N.B. RESPONDING TO DRAMATIC TEXTS

In attempting the questions set on dramatic texts, candidates are free to support the points they make by reference to performances of the texts that they have seen.

A PRIDE AND PREJUDICE – Jane Austen

Answer **all** of the questions.

1. (a) Identify an aspect of Mr Darcy’s character that you do or do not admire and describe one episode or incident in the novel that demonstrates this aspect of his character. (10)

Candidates should identify an aspect of Mr Darcy’s character which they do or do not admire and describe one episode or incident in the novel which demonstrates this aspect of his character. Consideration should be given to all aspects of the quality of the response.

Indicative material: his loyalty to Bingley; helps sort out the Lydia -Wickham issue; developing love for Elizabeth; arrogant interference in the Jane-Bingley affair, his rudeness towards country people; his presumptuous first proposal to Elizabeth, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think that Charlotte Lucas is a suitable wife for Mr Collins?
Give one reason for your answer, based on your knowledge of the novel. (10)

Candidates should indicate whether or not they think Charlotte Lucas is a suitable wife for Mr Collins and give one reason in support of their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: the match is convenient for Charlotte, it guarantees security: it is socially acceptable and respectable; a loveless match; she is too nice for him; Collins is a conceited, pompous, dislikeable buffoon; a victim of society where women have few choices etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Elizabeth Bennet change as the story progresses?
Support your answer with reference to the text. (10)

Candidates should explain whether, in their opinion, Elizabeth Bennet changes during the course of the novel, supporting their points with reference to the novel. Consideration should be given to all aspects of the quality of the response.

Indicative material: initially proud and defensive – identifies all of Darcy’s faults ; visit to Pemberley causes her to realize what she has lost; deeply affected by Darcy’s part in saving Lydia; recognises her own foibles and Darcy’s worth; she is independent minded throughout; always intelligent and principled, etc.

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

- (i) Choose a character from *Pride and Prejudice* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from Pride and Prejudice and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (ii) In your opinion, which **one** of the following statements best describes this novel?

- It is a novel about snobbery.
- It is a novel about romance.
- It is a novel about relationships.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

- (iii) Imagine that you are Lady Catherine de Bourgh. Write a letter to one of your friends on the day after Elizabeth's wedding to Mr Darcy. In it you should discuss your feelings towards Elizabeth and your views on her marriage to Darcy. Your letter should demonstrate your knowledge of the novel, *Pride and Prejudice*.

Responses should be styled as a letter, with or without the usual rubrics. Engagement with both aspects of the task should be evident: (i) discussing your feelings towards Elizabeth and (ii) giving your views on her marriage. Language may be informal, the tone and register reflecting correspondence with a friend. Expect references to the novel in the course of the letter. Consideration should be given to all aspects of the quality of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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B CIRCLE OF FRIENDS - Maeve Binchy

Answer **all** of the questions.

1. (a) Identify an aspect of Eve Malone's character that you do or do not admire and describe one episode or incident in the novel that demonstrates this aspect of her character. (10)

Candidates should identify an aspect of Eve Malone's character which they do or do not admire and describe one episode or incident in the novel which demonstrates this aspect of her character. Consideration should be given to all aspects of the quality of the response.

Indicative material: loyal to Benny; bright, intelligent and trustworthy, determined to go to college, overcomes many social obstacles; attacks Nan with knife; effectively blackmails Simon Westward into paying for her education, could be a rash individual ruled by emotions, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think that Nan Mahon is a good friend to Benny Hogan? Give one reason for your answer, based on your knowledge of the novel. (10)

Candidates should give their opinion on whether Nan Mahon is a good friend to Benny Hogan and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: advises Benny on fashion; is kind to Eve; betrays Benny; deceives Jack and tries to force him into marriage, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Jack Foley change as the story progresses? Support your answer by reference to the text. (10)

Candidates should explain whether, in their opinion, Jack Foley changes during the course of the novel, supporting their points with reference to the novel. Consideration should be given to all aspects of the quality of the response.

Indicative material: cheats on Benny; at first an attractive character; later seen as weak; lacks loyalty; courteous and concerned throughout the novel; never judges Benny on her appearance remains a philanderer – has an affair in Wales as well as with Nan, etc.

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

- (i) In your opinion, which **one** of the following statements best describes this novel?
- It is a novel that appeals to everybody.
 - It is a novel that appeals mainly to young women.
 - It is a novel that appeals mainly to older readers.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

- (ii) Imagine you are Sean Walsh. Write two diary entries: one on the day you start working for Benny's father and another after your thieving is discovered. Your diary entries should demonstrate your knowledge of the novel.

The diary is a personal/private text: language registers may be less formal (unguarded, use of colloquialisms, abbreviations, etc.) than in other texts with a more public readership. Candidates should selectively use their knowledge of the novel to support two diary entries – one on the day Sean Walsh starts working for Benny's father and another after his thieving is discovered. Responses should demonstrate knowledge of the novel. Consideration should be given to all aspects of the quality of the response.

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

- (iii) Choose a character from *Circle of Friends* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from Circle of Friends and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

Answer **all** of the questions.

1. (a) Identify an aspect of Daisy Buchanan's character that you do or do not admire and describe one episode or incident in the novel that demonstrates this aspect of her character. (10)

Candidates should identify an aspect of Daisy Buchanan's character which they do or do not admire and describe one episode or incident in the novel which demonstrates this aspect of her character. Consideration should be given to all aspects of the quality of the response.

Indicative material: at first appears beautiful and charming; her taste in fashion; her ambition – she married well; morally weak – has an affair with Gatsby, ignores Tom's infidelity; a very superficial character; quite heartless at times; selfish; shows little remorse after killing Myrtle Wilson, etc.

<i>Combined Criteria ex 10</i>	P+C = 6	L + M = 4
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- (b) Do you think that Nick Carraway is a good friend to Jay Gatsby? Give one reason for your answer, based on your knowledge of the novel. (10)

Candidates should give their opinion on whether Nick Carraway is a good friend to Gatsby and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: sets up initial meeting between Gatsby and Daisy; tries to get to know the real Gatsby; does not listen to rumours about his friend; arranges Gatsby's funeral; more interested in observing than befriending; detached and unsympathetic, etc.

<i>Combined Criteria ex 10</i>	P+C = 6	L + M = 4
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2. In your opinion, does Jay Gatsby change as the story progresses?
Support your answer by reference to the text. (10)

Candidates should explain whether, in their opinion, Jay Gatsby changes during the course of the novel, supporting their points with reference to the novel.

Consideration should be given to all aspects of the quality of the response.

Indicative material: at the outset he has a dream and hope, by the end he has fallen from grace, there is no hope; glamorous and idealistic at the outset but gradually revealed to be sleazy and dishonest ; secretive and mysterious throughout; a glamorous, romantic figure; consistently loyal to Daisy (or his idealised version of Daisy) even covering up murder, etc.

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

- (i) In your opinion, which **one** of the following statements best describes this novel?

- It is a novel about greed.
- It is a novel about love.
- It is a novel about secrets.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer.

Consideration should be given to all aspects of the quality of the response.

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

- (ii) Choose a character from *The Great Gatsby* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from The Great Gatsby and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (iii) Imagine that you are a newspaper reporter. Following the death of Jay Gatsby, write an article about his exciting life and violent death. Your article should demonstrate your knowledge of the novel *The Great Gatsby*.

An article can be factual/discursive/persuasive/anecdotal/an opinion piece/a 'colour' piece. Layout may include headlines, sub-headlines, etc. Candidates should write about Gatsby's exciting life and violent death, etc. Responses should demonstrate knowledge of the novel. Consideration should be given to all aspects of the quality of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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D NEVER LET ME GO - Kazuo Ishiguro

Answer **all** of the questions.

1. (a) Identify an aspect of Tommy's character that you do or do not admire and describe one episode or incident in the novel that demonstrates this aspect of his character. (10)

Candidates should identify an aspect of Tommy's character which they do or do not admire and describe one episode or incident in the novel which demonstrates this aspect of his character. Consideration should be given to all aspects of the quality of the response.

Indicative material: his honesty and sensitivity; his kindness and consideration to Kathy and Ruth; refuses to submit passively to his fate; his bravery in tackling three donations and facing the horrors of a fourth; his childish immaturity brings tantrums; his weak nature where he allows Ruth to mistreat him repeatedly; his rejection of Kathy as a carer at the end, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think that Miss Lucy has a good relationship with the children she teaches at Hailsham School? Give one reason for your answer, based on your knowledge of the novel. (10)

Candidates should give their opinion on whether Miss Lucy has a good relationship with the children she teaches at Hailsham and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: she wants to be honest with the students; she has a huge influence on Tommy; she seems inexplicably distraught for months before leaving; confuses students with her comments; her behaviour baffles students; her truth is only shattering students' illusions, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Ruth change as the story progresses?
Support your answer by reference to the novel. (10)

Candidates should explain whether, in their opinion, Ruth changes during the course of the novel, supporting their points with reference to the novel. Consideration should be given to all aspects of the quality of the response.

Indicative material: Initially an extrovert, opinionated, lively; her hopes are crushed as she realises her situation; she matures, becoming a more aware, thoughtful person; as an adult she is often deeply unhappy and regretful; she eventually gives up on all of her hopes and dreams, and tries to help Kathy and Tommy have a better life.

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

- (i) Choose a character from *Never Let Me Go* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from Never Let Me Go and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (ii) In your opinion, which **one** of the following statements best describes this novel?
- It is a depressing novel.
 - It is a thought-provoking novel.
 - It is a shocking novel.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

(iii) Imagine you are Miss Emily, who was the Principal of Hailsham School. Following the school's closure, write a letter to Kathy, explaining what you tried to achieve at the school, and your concerns for her now that she is grown up. Your letter should demonstrate your knowledge of the novel, *Never Let Me Go*.

Responses should be styled as a letter, with or without the usual rubrics. Engagement with both aspects of the task should be evident: (i) explaining what Miss Emily tried to achieve at Hailsham School and (ii) her concerns for Kathy now that she is an adult. Language may be informal, the tone and register reflecting correspondence with a former student. Expect references to the novel in the course of the letter. Consideration should be given to all aspects of the quality of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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E HOW MANY MILES TO BABYLON – Jennifer Johnston

1. (a) Identify an aspect of Alicia Moore's character that you do or do not admire and describe one episode or incident in the novel that demonstrates this aspect of her character. (10)

Candidates should identify an aspect of Alicia Moore's character which they do or do not admire and describe one episode or incident in the novel which demonstrates this aspect of her character. Consideration should be given to all aspects of the quality of the response.

Indicative material: her decisiveness as she dismisses Alec's tutor; self confidence – shows no doubts about what she is doing; determination to always get her own way; her ruthlessness in breaking up Alec and Jerry's friendship; her coldness towards all; her disdain for Frederick, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think that Jerry Crowe is a good friend to Alec Moore? Give one reason for your answer, based on your knowledge of the novel. (10)

Candidates should give their opinion on whether Jerry Crowe is a good friend to Alec Moore and give one reason for their response. Due consideration should be given to all aspects of the quality of the response.

Indicative material: befriended Alec as a boy and brought joy into his life; taught him to fight; shared his dream of training horses; took risks to maintain the friendship in the army; caused friction between Alec and his mother; causes him to run foul of Glendinning; bears some responsibility for Alec feeling he had to shoot him, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Alec change as the story progresses?
Support your answer by reference to the novel. (10)

Candidates should explain whether, in their opinion, Alec changes during the course of the novel, supporting their points with reference to the novel. Consideration should be given to all aspects of the quality of the response.

Indicative material: becomes his own man and stands up to Alicia and Glendinning; acts decisively in helping Jerry; continues to love his father and hate his mother; maintains his friendship with Jerry, etc.

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

- (i) In your opinion, which **one** of the following statements best describes this novel?
- It is a novel about duty.
 - It is a novel about conflict.
 - It is a novel about friendship.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

- (ii) Choose a character from *How Many Miles To Babylon?* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from How Many Miles To Babylon? and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (iii) Imagine you are Major Glendinning. Write a report about Alec Moore. The report should give an account of Alec's behaviour as an army officer and explain why he faces execution. Your response should demonstrate your knowledge of the novel.

Candidates should write a report on Alec Moore's behaviour as if they are Major Glendinning. The report should deal with Alec's behaviour as an army officer and explain why he faces execution. The tone, language and register should be appropriate to the task. A formal report structure, headings, etc. may be used. Consideration should be given to all aspects of the quality of the response.

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

Answer **all** of the questions.

1. (a) Identify an aspect of Jack's character that you do or do not admire and describe one episode or incident in the story that demonstrates this aspect of his character. (10)

Candidates should identify an aspect of Jack's character which they do or do not admire and describe one episode or incident in the story which demonstrates this aspect of his character. Consideration should be given to all aspects of the quality of the response.

Indicative material: devoted son to his father - the walk up Vico; respectful towards his mother; independent minded – Fr Creedon and the confession episode; coping with the daily grind under Mr Drumm's baleful eye; ashamed of his father – Jack's first day at Presentation College; ill-tempered with his mother; his initial refusal to write a letter to Mrs Pym, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Based on your knowledge of *Home Before Night*, do you think that Jack's adoptive parents have a happy marriage? Give one reason for your answer, based on your knowledge of the book. (10)

Candidates should give their opinion on whether or not Jack's adoptive parents' marriage was happy or not and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: although arranged it's happy in its own way; both are united in their love for Jack; father is always placatory with his wife; the mother rules the roost; there is no romance in the marriage; his father is jealous when any attention is paid to his wife, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Jack change as the story progresses?
Support your answer by reference to the text. (10)

Candidates should explain whether, in their opinion, Jack changes during the course of the story, supporting their points with reference to the story. Consideration should be given to all aspects of the quality of the response.

Indicative material: he matures from a boy into a man; learns to cope with life's difficulties; despite an unpromising start in life, he becomes successful as a writer; his parents provide a constant solid foundation in life; for much of his life he pursues an ordinary course from school to civil service – only at the end does he break free but is still tied to his mother, etc.

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

- (i) Choose a character from *Home Before Night* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from Home Before Night and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (ii) In your opinion, which **one** of the following statements best describes *Home Before Night*?

- It is a book about family.
- It is a book about Ireland in the past.
- It is a book about growing up.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

- (iii) Imagine that you are Mr Drumm. Write a report about Jack Keyes Byrne. The report should give an account of Jack's time in the civil service and your view of Jack's attitude towards the civil service. Your report should demonstrate your knowledge of the text.

Candidates should write a report on Jack Keyes Byrne as if they are Mr Drumm. The report should give an account of Jack's time in the civil service and your view of Jack's attitude towards the civil service. The tone, language and register should be appropriate to the task. A formal report structure, headings, etc. may be used. Consideration should be given to all aspects of the quality of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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G ALL MY SONS - Arthur Miller

Answer **all** of the questions.

1. (a) Identify an aspect of Ann Deever's character that you do or do not admire and describe one episode or incident in the play that demonstrates this aspect of her character. (10)

Candidates should identify an aspect of Ann Deever's character which they do or do not admire and describe one episode or incident in the play which demonstrates this aspect of her character. Consideration should be given to all aspects of the quality of the response.

Indicative material: faithful and loyal – she waited for Chris to propose despite the ambiguity of his letters; a highly developed moral sense – refuses to visit her father when she believed he was guilty; she is the bringer of truth and forces Kate to face reality at the conclusion; she is inhumane, refusing to visit her father in prison; she started dating soon after Larry disappeared; it is out of self-interest she finally reveals Larry committed suicide, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Based on your knowledge of *All My Sons*, do you think Dr Jim Bayliss and his wife Sue have a happy marriage? Give one reason for your answer, based on your knowledge of the play. (10)

Candidates should give their opinion on whether or not the Bayliss' marriage was happy or not and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: they are affectionate towards each other; Sue worries for Jim; Jim seems easy going and caring; Sue appears tougher and more sarcastic; she seems more materialistic – wants Jim to visit a patient he doesn't believe is sick and worries about a drop in income if Jim returns to medical research; Sue is cynical and despises Chris' idealism, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Joe Keller change as the story progresses?
Support your answer by reference to the play. (10)

Candidates should explain whether, in their opinion, Joe Keller changes during the course of the play, supporting their points with reference to the play. Consideration should be given to all aspects of the quality of the response.

Indicative material: he appears confident and self-assured at the beginning but by the end he is a broken man who takes his own life; realises at the conclusion that they were all his sons; owns his own business; happily married; has been living a lie for years; allowed his partner/friend take the blame for his mistake; although he confesses his guilt, he shoots himself rather than face responsibility for his actions at the conclusion, etc.

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

- (i) In your opinion, which **one** of the following statements best describes this play?

- It is a play about responsibility.
- It is a play about guilt.
- It is a play about regret.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

- (ii) Choose a character from *All My Sons* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from All My Sons and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (iii) Identify your favourite scene or moment in the play, *All My Sons*. Which character would you like to play in this scene or moment? Explain why you chose this character and describe the appearance and behaviour of your character in your chosen scene or moment. Your response should demonstrate your knowledge of the text.

Candidates should identify a scene or moment from the text and the character they would most like to play. They should explain why they chose this particular character and describe the appearance and behaviour of their character in their chosen scene or moment. The answer should demonstrate their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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H JUNO AND THE PAYCOCK – Sean O’Casey

Answer **all** of the questions.

1. (a) Identify an aspect of Juno Boyle’s character that you do or do not admire and describe one episode or incident in the play that demonstrates this aspect of her character. (10)

Candidates should identify an aspect of Juno Boyle’s character which they do or do not admire and describe one episode or incident in the play which demonstrates this aspect of her character. Consideration should be given to all aspects of the quality of the response.

Indicative material: main provider – Boyle too lazy, Mary on strike, Johnny injured; supportive of Mary’s pregnancy; brave when she leaves Boyle to live with her sister; goes to identify Johnny’s body alone; nags Boyle about work; she foolishly trusts Boyle in the matter of the will; she buys furniture on credit, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think that Joxer and Captain Boyle have a genuine friendship? Give one reason for your answer, based on your knowledge of the play. (10)

Candidates should give their opinion on whether Joxer and Captain Boyle have a genuine friendship and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: have lots in common – a fondness for drink; both work-shy; fear of Juno unites them; Joxer is using Boyle for what he can get out of him like drink and food; Boyle intends to desert Joxer when he comes into the inheritance; Joxer tells the neighbours that the money from the will is not coming, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Captain Boyle change as the play progresses? Support your answer by reference to the play. (10)

Candidates should explain whether, in their opinion, Captain Boyle changes during the course of the play, supporting their points with reference to the play. Consideration should be given to the quality of the response.

Indicative material: he appears less amusing and harmless and more irresponsible and nasty; rejecting his pregnant daughter reprehensible to modern readers; he remains lazy, work-shy and selfish throughout the play; he contributes nothing to the family income even when he is offered a job, etc.

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

- (i) Choose a character from *Juno and the Paycock* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character and, demonstrating your knowledge of the text, outline the advice you would offer.

Candidates should identify a character from Juno and the Paycock and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (ii) Identify your favourite scene or moment in the play, *Juno and the Paycock*. Which character would you like to play in this scene or moment? Explain why you chose this character and describe the appearance and behaviour of your character in your chosen scene or moment. Your response should demonstrate your knowledge of the text.

Candidates should identify a scene or moment from the text and the character they would most like to play. They should explain why they chose this particular character and describe the appearance and behaviour of their character in their chosen scene or moment. The answer should demonstrate their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

- (iii) In your opinion, which **one** of the following statements best describes this play?
- It is a play about politics.
 - It is a play about heroism.
 - It is a play about social class.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

Answer **all** of the questions.

1. (a) Identify an aspect of Othello's character that you do or do not admire and describe one episode or incident in the novel that demonstrates this aspect of his character. (10)

Candidates should identify an aspect of Othello's character which they do or do not admire and describe one episode or incident in the play which demonstrates this aspect of his character. Consideration should be given to all aspects of the quality of the response.

Indicative material: he is a great warrior who is highly respected; he truly loves Desdemona; he has high standards – he dismisses Cassio for a drunken misdemeanour, etc; he is gullible and places too much trust in Iago; he is susceptible to suspicion and jealousy; he publicly humiliates his wife; he is violent – murders his wife, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think Brabantio is a loving father to Desdemona?
Give one reason for your answer, based on your knowledge of the play. (10)

Candidates should give their opinion on whether Brabantio is a loving father to Desdemona and give one reason for their response. Consideration should be given to all aspects of the quality of the response.

Indicative material: he loves her and wishes to protect her as he believes she has been seduced by witchcraft; he has no understanding of his daughter's love for Othello; does not respect her choice, he is racially prejudiced, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. In your opinion, does Desdemona change as the story progresses?
Support your answer by reference to the play. (10)

Candidates should explain whether, in their opinion, Desdemona changes during the course of the play, supporting their points with reference to the play. Consideration should be given to all aspects of the quality of the response.

Indicative material: she is confident and active at the beginning but is broken by circumstances; at the end she is fatalistic; at the beginning she is forceful, at the end she begs Othello for understanding; she represents selfless love from the beginning to the end; she remains virtuous throughout; she consistently excuses Othello's behaviour towards her, etc.

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

(i) In your opinion, which **one** of the following statements best describes the play?

- It is a play about race.
- It is a play about love.
- It is a play about jealousy.

Explain your answer with reference to the text.

Candidates should identify the statement that they think best describes the text and provide an explanation for their choice, making reference to the text in their answer. Consideration should be given to all aspects of the quality of the response.

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

(ii) Choose a character from *Othello* who you think needs advice in dealing with a difficulty or crisis. Identify the difficulty or crisis faced by the character, and demonstrating your knowledge of the play, outline the advice you would offer.

Candidates should identify a character from Othello and a crisis or difficulty faced by this character. They should offer advice to the character, demonstrating their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

(iii) Identify your favourite scene or moment in the play, *Othello*. Which character would you like to play in this scene or moment? Explain why you chose this character and describe the appearance and behaviour of your character in your chosen scene or moment. Your response should demonstrate your knowledge of the text.

Candidates should identify a scene or moment from the text and the character they would most like to play. They should explain why they chose this particular character and describe the appearance and behaviour of their character in their chosen scene or moment. The answer should demonstrate their knowledge of the text. Consideration should be given to all aspects of the quality of the response.

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

General

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

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

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

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

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

Important Note

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

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

Or

(ii) use a text not included on the prescribed list of texts for the year in which the examination takes place

Or

(iii) use two films.

In this section:

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

For any further clarifications please consult your Advising Examiner *immediately*.

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

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.

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

A RELATIONSHIPS

1. “Relationships in texts can contribute significantly to the overall happiness or unhappiness of the characters involved.”

- (a) (i) Identify a relationship in **one** of the three texts that you studied on your comparative course and explain whether this relationship made the characters involved happy or unhappy. (15)

Candidates should identify a relationship in one comparative text and explain whether this relationship made the characters involved happy or unhappy. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Identify a relationship in **another** text on your comparative course and explain whether this relationship made the characters involved happy or unhappy. (15)

Candidates should identify a relationship in another comparative text and explain whether this relationship made the characters involved happy or unhappy. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Write a piece in which you compare what you think are the most important similarities and differences between the two relationships you identified in part (a) of this question. (40)

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

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

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

2. 'Relationships between characters can be affected by such issues as social or conflict.'

- (a) (i) Identify a relationship, from **one** text that you have studied on your comparative course, and use one or more key moments to show that this relationship is affected by either social class or conflict. (15)

Candidates should identify a relationship from one comparative text and use one or more key moments to show that this relationship is affected by either social class or conflict. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Identify a relationship, from **another** text that you have studied on your comparative course, and use one or more key moments to show that this relationship is affected by either social class or conflict. (15)

Candidates should identify a relationship from another comparative text and use one or more key moments to show that this relationship is affected by either social class or conflict. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Write a piece in which you compare what you think are the most important similarities and differences between the two relationships you identified in part (a) of this question. (40)

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

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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B HERO , HEROINE,VILLAIN

1. Read both of the following statements carefully:

- The hero or heroine or villain shocked me during the course of the text.
- The hero or heroine or villain impressed me during the course of the text.

- (a) (i) Using either one of the two statements above, write about a hero or a heroine or a villain from **one** of the three comparative texts you have studied. (15)

Candidates should use one of the two statements above to write about a hero or a heroine or a villain from one comparative text. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Using either one of the two statements above, write about second character (a hero or a heroine or a villain) from **another** of the comparative texts you have studied. (15)

Candidates should use either one of the two statements above to write about another hero or a heroine or a villain from a second comparative text. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Write a piece in which you compare what you think are the most important differences and similarities between the two characters you identified in part (a) of this question. (40)

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

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

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

2. (a) (i) Use one or more key moments to demonstrate that a hero or a heroine or a villain from **one** text on your comparative course is either clever or cruel or brave. (15)

Candidates should use one or more key moments to show that a hero or heroine or villain from one comparative text is either clever or cruel or brave. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Use one or more key moments to demonstrate that a character (hero or heroine or villain) from **another** text on your comparative course is either clever or cruel or brave. (15)

Candidates should use one or more key moments to show that a hero or heroine or villain from another comparative text is either clever or cruel or brave. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Write a piece in which you compare what you think are the most important differences and similarities between the two characters you identified in part (a) of this question. (40)

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

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

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

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

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

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

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

UNSEEN POEM (20 marks)

1. Identify two lines or phrases where the poet uses images or sounds that you find appealing and explain your choice. (10)

Candidates should identify two lines or phrases where the poet uses images or sounds that they find appealing and explain their choice. Candidates are being asked for a personal choice here. They are free to choose any two lines or phrases that contain images or sounds but justification of choices is essential along with close reference to the poem. Imaginative and creative responses should be awarded. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Write a paragraph, describing in your own words, the impression of the natural world that you form from reading this poem. (10)

Candidates should write a paragraph describing in their own words the impression of the natural world they formed by reading the poem. A personal response is important here. Candidates should demonstrate an engagement with the poem and a clear impression of the natural world described within it. Individual interpretations and creative responses should be rewarded. Expect close reference to the poem. Consideration should be given to all aspects of the quality of the response.

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

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

A THE LOCKET

1. (a) Based on your reading of stanzas one to three of this poem, what difficulties did the poet face as a child? (10)

Candidates should address a number of difficulties outlined in stanzas one to three. Consideration should be given to all aspects of the quality of the response.

Indicative material: an extremely painful birth; his mother longed for a baby girl; his mother never forgave him for these things; he was never nursed by his mother; poverty inhibited his mother's ability to love/care for him, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) In your opinion, which one of the following words best describes the relationship between the poet and his mother?

Difficult Loving Complicated

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

Candidates should choose the word that in their opinion best describes the relationship between the poet and his mother. Reward candidates who offer an opinion rather than a simple listing of facts here. Expect implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: he feels guilty about the pain he caused his mother; his mother seemed a complex and unnaturally cold woman; the distance between them grew; he was abandoned and she refused to reclaim him when he returned; he feels sympathetic towards her when he remembers her youth; he is aware of the harshness and sadness of her life; after her death he discovers she wore a locket containing his picture around her neck, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you find the ending of this poem happy or sad or both? Explain your response with reference to the poem. (10)

Candidates are free to choose happy or sad or a combination. Expect implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response. Indicative material: he discovered his mother loved him despite her rejection of him twice during her life this brings him joy even when it comes too late; that she could not express this love while she was alive, etc.

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

- (i) Imagine you are the son in this poem. Having just visited your mother, write a letter to her in which you discuss your childhood, express your feelings towards her and your hopes for the future. Your response should demonstrate your understanding of the poem.

Adopting the persona of the son, and based on the poem “The Locket”, candidates should discuss their childhood, express their feelings towards their mother, and express their hopes for the future. These three aspects do not have to be dealt with equally. Expect implicit or explicit references to the poem. Reward an awareness of issues raised in the poem. Consideration should be given to all aspects of the quality of the response.

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

- (ii) Use one or more of the following words to write a piece about the poet’s use of language in the poem.

Descriptive Challenging Dramatic

Support your answer with reference to the poem.

Candidates should choose one or more words from the above list and write a suitable piece about the poet’s use of language in the poem. Expect implicit or explicit reference to the poem. Reward evidence of engagement with the language of the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: language in the poem is plain and everyday, emphasising the pain of the abandoned child; direct speech adds drama, brings the relationship to life, makes the encounter vivid; the tone of regret emphasises the finality of her death, the colloquial language can be difficult to interpret, etc.

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

- (iii) Do your feelings towards the poet’s mother change over the course of this poem? Explain your answer by reference to the poem.

Candidates should focus on how their feelings towards the mother change or do not change over the course of the poem. Expect implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

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

1. (a) What impression of the bull do you get from reading stanza one of this poem? Support your answer with reference to the poem. (10)

Candidates should outline the impression they form of the bull from reading stanza one and provide evidence from the poem to justify their impression of the animal. Consideration should be given to all aspects of the quality of the response.

Indicative material: dangerous; a “monster” – he was kept chained; a huge physical presence – “immense”, “the hot reek of him”; angry – he “roared his rage” and clanked his chains; terrifying – “Black Mass”, “Anti-Christ”, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Based on your reading of stanza three, what effect does the bull have on the girl in the poem? Support your choice with reference to the poem. (10)

Referring to stanza three of the poem, candidates should describe the effect the bull has on the girl in the poem. Consideration should be given to all aspects of the quality of the response

Indicative material: she is terrified – she runs to escape her frightening experience; her hand shakes, indicating her fear; she needs to escape, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Why do you think the poem is called “Revelation”? Explain your answer with reference to the poem. (10)

Candidates should explain why they think the poem is called “Revelation”. Expect implicit or explicit reference to the poem to explain their answer. Consideration should be given to all aspects of the quality of the response.

Indicative material: the title suggests that something has been revealed to the girl, following her encounter with the bull she is no longer an innocent child; she has become aware that evil and anarchy exist in the world; she now knows the world is not only made up of pleasant things; she is conscious of her own fragility; it may refer to her growing awareness of sexuality and loss of innocence; she instinctively feels the need to protect the feminine world of eggs and milk; etc.

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

(i) Using one or more of the following statements, describe your personal response to this poem.

- I find this poem shocking.
- I find this poem powerful.
- I find this poem thought-provoking.

Support your answer with reference to the poem.

Candidates should choose one or more of the above statements and use it as the basis for a personal response to the poem. Reward evidence of a developed personal response. Answers should be supported by implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

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

(ii) Use one or more of the following words to write a piece about the poet's use of language in the poem.

Descriptive Challenging Dramatic

Support your answer with reference to the poem.

Candidates should choose one or more words from the above list and write a suitable piece about the poet's use of language in the poem. Expect implicit or explicit reference to the poem. Reward evidence of engagement with the language of the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: the poem provides a graphic description of the bull; we sense, hear, smell and see the animal; the darkness of the outhouse adds atmosphere and drama; the child's fear is palpable; adjectives and verbs are effectively used; contrast adds interest – good/evil, darkness/light, before/after; complex references and concepts – Black Mass, Anti-Christ – challenge readers, etc.

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

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

- A collection of poems about childhood.
- A collection of poems about animals.
- A collection of poems about monsters.

Explain your answer with reference to the poem.

Candidates should choose the collection in which they think “Revelation” best belongs and provide an explanation for their choice. The answer should be supported by implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

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

1. (a) From your reading of stanzas two and three of this poem, describe what the ghost estate looks like. Support your answer with reference to the poem. (10)

Candidates should describe what the ghost estate looks like, drawing details from stanza two and three. Consideration should be given to all aspects of the quality of the response.

Indicative material : the estate looks unfinished: missing lights, unmade roads; abandoned building equipment; empty and half-built houses etc. Answers should be supported by implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) In your opinion, which one of the following words best describes what life is like on the ghost estate?

Difficult Dangerous Unhappy

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

Candidates should choose the word that in their opinion best describes what life is like on the ghost estate. Reward candidates who offer an opinion rather than a simple listing of facts. Expect implicit or explicit reference to the poem.

Consideration should be given to all aspects of the quality of the response.

Indicative material: the unfinished nature of the estate makes life difficult – the streetlights not working and roadway unfinished; the emotional difficulty of living there – uncertainty about the future; plans for starting a family changed/ postponed; dangers abound – the danger of abandoned building equipment; the unfinished roads and missing lights; uncontrolled traffic where the boys drive too fast; unhappiness is caused by abandoned plans for children; the lack of community; the sense of futility in stanzas three and four, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Explain what you think the poet means in the last line of the poem:
 “first phase sold out” (10)

Candidates should explain what they think the poet means in the last line of the poem.

Indicative material: literal meaning –the units/houses in the first part of the development are all sold; the writer may be suggesting that these first phase buyers have been “sold out” i.e. short changed – they have been left unsupported by the developers, the authorities, society, etc. Consideration should be given to all aspects of the quality of the response.

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

- (i) In your opinion, does this poem present an accurate and realistic impression of an aspect of modern Irish life? Support your answer with reference to the poem.

Candidates should proffer an opinion as to whether an aspect of modern Irish life is accurately and realistically represented in the poem. Reward candidates who offer an opinion rather than a simple listing of facts. Expect implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: most towns have experienced the “ghost estate” phenomenon since the crash in the Irish economy; many families continue to live in unfinished and dangerous housing estates; many such estates have been taken over and completed; anger with developers; loneliness; isolation; possible corruption; the exaggeration in the fourth stanza is inaccurate, etc.

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

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

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

supported by implicit or explicit reference to the poem and should demonstrate knowledge of the poem. Consideration should be given to all aspects of the quality of the response.

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

(iii) Use one or more of the following words to write a piece about the poet's use of language in this poem.

Descriptive Clever Dramatic

Support your answer with reference to the poem.

Candidates should choose one or more words from the above list and write a suitable piece about the poet's use of language in the poem. Expect implicit or explicit reference to the poem. Reward evidence of engagement with the language of the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: the poem is rich in imagery – “unmade road”, “greying concrete”; the repetition at the end of the first four stanzas is memorable; the simile for the cranes in stanza three is interesting; irony is very prominent and there is a clever contrast between the optimism of the advertising hoarding and the grim reality; the image of the unborn children playing hide and seek is memorable and the image of the boys joyriding on the estate provide drama, etc.

Combined Criteria ex 20	P+C = 12	L + M = 8
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D THE BEND IN THE ROAD

1. (a) How does the poet suggest the passing of time in the second stanza of this poem? Support your answer with reference to the poem. (10)

Candidates' answers should focus on the second stanza. Expect implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: 12 years have passed; the child and the tree are both now taller than us; the house has become covered with green creeper, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) In your opinion, which one of the following words best describes the mood or atmosphere of this poem?

Affectionate Mysterious Nostalgic

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

Candidates should identify which one of the above words they think best describes the mood or atmosphere of the poem. Reward candidates who offer an opinion. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of the response.

Indicative material: love and concern shown for the child; the concern for loved ones; those who suffered in illness are never far from thought; the shadow of the house introduces an air of mystery; the house appears to be abandoned but we're not told why; the idea of the presence of spirits; the poem is inspired by distant memory; regret at the passing of time and how things have changed, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Explain, in your own words, what you think the poet means in the last line of this poem:

“This is the place of their presence: in the tree, in the air.” (10)

Candidates should explain in their own words what they think the poet means in the last line of the poem. Consideration should be given to all aspects of the quality of the response. Indicative material: The poet suggests that all that has happened over the twelve years and those who have passed away are somehow present in this particular place along the road. The poet can somehow sense their presence in this particular place, “in the tree, in the air,” etc.

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

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

Candidates should describe the video they would make to accompany a reading of the poem. The video might feature, as appropriate: action; settings; sound effects; characters; voice-over; different angles; music; special effects; still images; image distortion/enhancing techniques; fading, zooming in/out, etc. Responses should be supported by implicit or explicit reference to the poem and should demonstrate knowledge of the poem. Consideration should be given to all aspects of the quality of the response.

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

- (ii) Use one or more of the following words to write a piece about the poet's use of language in this poem.

Descriptive Evocative Dramatic

Support your answer with reference to the poem.

Candidates should choose one or more words from the above list and write a suitable piece about the poet's use of language in the poem. Expect implicit or explicit reference to the poem. Reward evidence of engagement with the language of the poem. Consideration should be given to all aspects of the quality of the response.

Indicative material: images of nature, the cloud, the suffering of the ill and dying; the simile used to describe the tree as a cat; the technical word cumulus grabs attention; the atmosphere seems tranquil and peaceful; the spiritual presence is emphasised by the poet's use of sibilance ; the quiet of the place is evocative of the tranquillity we might associate with the afterlife; the simile used to describe the tree; the quiet of the place might suggest something dramatic is about to happen, the movement from an ordinary journey to a spiritual one, etc.

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

- (iii) Which one of the following statements would you choose to describe this poem?

- It is a poem about memories.
- It is a poem about nature.
- It is a poem about change.

Explain your choice by reference to the poem.

Candidates should identify the statement they would choose to describe the poem, explaining their choice by implicit or explicit reference to the poem. Consideration should be given to all aspects of the quality of the response.

Combined Criteria ex 20	P+C = 12	L + M = 8
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APPENDIX 1

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT

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

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

Discrete Criteria		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
<i>70</i>								
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
<i>60</i>								
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
<i>50</i>								
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
<i>40</i>								
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
<i>30</i>								
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.*

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

A = 340 - 400
D = 160 - 219

B = 280 - 339
E = 100 - 159

C = 220 - 279
F = 40 - 99 **N/G = 0 - 39**

APPENDIX 3.

REASONABLE ACCOMMODATIONS.

Candidates presenting for examinations with the aid of a scribe or a tape-recorder or a spell-check enabled word processor and other candidates who have been granted an exemption in accordance with Circular 70/00 will have all parts of their examination in English assessed except spelling and written punctuation elements.

In assessing the work of these candidates a modified marking scheme will apply as follows:

Clarity of Purpose	30% (to be assessed)
Coherence of Delivery	30% (to be assessed)
Efficiency of Language (including grammar)	30% (to be assessed)
Spelling and Written Punctuation	10% (not to be assessed)

This means, in effect, that these candidates will be assessed in all questions out of 90% of the marks available for the question.

Marks awarded for each question on Paper I and Paper II will be transferred to the script cover grid of each paper and totalled. As these totals were arrived at on the basis of a 90% application of the available marks, a mark that can be converted into a grade is arrived at by dividing the total for each paper by 9, and adding these marks to the original total in order to achieve a grand total for that paper.

Example:

Total for Paper I	=	135
Divide by 9	=	15
Grand Total	=	150

Fractions of marks are to be **rounded down** to the nearest whole mark.

Note:

In using Discrete Criteria consult the Assessment Grade Grid (Appendix 2) and apply the first of the three criteria.

In using the Combined Criteria the following will apply:

- Questions valued at 20 marks are assessed out of 18 marks
- Questions valued at 15 marks are assessed out of 13 marks
- Questions valued at 10 marks are assessed out of 9 marks.

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