



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

Marking Scheme

English

Higher 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.

Paper 1

Section 1 - Reading: - 40 Marks
(15, 10, 15)

Section 2 - Personal Writing: - 70 Marks

Content	20
Structure	15
Expression	30
<u>Mechanics</u>	<u>5</u>
Total	70

Section 3 - Functional Writing: - 30 Marks

Content	8
Structure	7
Expression	12
<u>Mechanics</u>	<u>3</u>
Total	30

Section 4 - Media Studies:- 40 Marks
(10, 10, 20)

1. *Based on what you have read in the above extract, what does the writer admire about the scientist, Mary Bruck? Support your answer with reference to the passage.* (15)

Candidates are expected to make clear observations about what the writer admires about Mary Bruck both as a person and as a scientist. Answers need to be explained using evidence from the passage as support.

Indicative material:

- Obvious intelligence
- Fascination with knowledge
- From humble origins
- Ability to explain complicated knowledge simply
- Ability to impart knowledge
- Her means of expression
- Pioneering woman scientist
- Her contribution to the scientific world
- Accomplished in a patriarchal world - would have been difficult to achieve
- Etc.

marking: imp ex 15

2. *Explain, in your own words, what you think the writer means when she says, "You might imagine such lofty scholarship would transport a person into a realm apart -".* (10)

Expect Candidates to offer an explanation of the given phrase in their own words. Candidates could offer a global explanation or break the phrase down into parts, or a combination of approaches. Reward evidence of comprehension and the ability to offer a clearly expressed explanation.

Indicative material:

- Overall - one might expect that a person working in academia, preoccupied with their learning, might be eccentric or other worldly
- Lofty scholarship - the world of academia- out of touch with everyday life
- A realm apart - suggests that academics live in another world again at a remove from ordinary people
- A realm - could have connotations of privilege, the world of academia has perhaps a suggestion of an air of superiority
- Transport - sense of distance - a suggestion that learning can make one aloof / detached
- Etc.

marking: imp ex 10

3. *Does Colette Olney's writing style in this passage appeal to you? Support your answer with reference to the passage.* (15)

Candidates should focus on how the passage is written / how the writer uses language.
Candidates can find the writer's style appealing or not appealing, or a combination of both.
Reward a candidate's ability to identify and analyse aspects of the writer's style.
Candidates should use the passage for support.

Indicative material:

It does appeal:

- Has a magical quality
- Relies on personal experience and anecdote
- Reflective almost magical mood
- Use of imagery and descriptive qualities
- Balance of factual and descriptive - may like this approach
- Setting in the everyday - linking the profound to the mundane - stargazing / washing
- Succeeds in making complicated material accessible for the reader
- Like the way the writer moves from the mundane to the more complex
- Etc.

It does not appeal:

- Language difficult in places
- Find the material boring
- Too much factual content
- Balance of factual and descriptive - may not like this approach
- Not convincing
- Don't like phrasing / cadence (radio talk)
- Confusing in places / material too complex
- Etc.

marking: imp ex 15

Underline errors of spelling, grammar and punctuation in answers to this section.

Mark by impression ex 70. Use the alternative breakdown marking system (CSEM) to cross check your result.

Except where a style is stipulated, candidates may choose to treat their choice of title in a variety of different genres: e.g. discursive, persuasive, descriptive, narrative / short story, drama etc. Regard each title as an invitation to write rather than as a narrow prescription.

1. *Breaking the mould.*

Candidates are free to write in different forms e.g. descriptive, informative, personal reflective etc. Expect the writing to engage with the title. Expect some sense of trying something new and different in the narrative.

2. *Tremendous Silence.*

Candidates are free to write in different forms e.g. descriptive, informative, personal reflective etc. Expect the writing to engage with the title.

3. *Write a humorous article for your school magazine, outlining the five golden rules that you think are important for one of the following:*

- *Being a good friend*
- *Being a member of a team*
- *Being a teenager.*

Expect candidates to choose one of the three given prompts and to outline five guidelines or rules for success in their chosen area. Expect development of each suggested rule. Expect a personal / reflective approach. Candidates may rely on first-hand experience. Interpret 'humorous' broadly understanding the subjectivity of humour and the difficulties attached to writing humorously. Reward the sense of audience appropriate to a written article.

4. *A skill I am proud to have developed.*

Candidates are free to write in different forms. Allow for a liberal interpretation of 'a skill'. Better pieces of work may take a more reflective / philosophical approach and treat a skill as the receipt of some kind of understanding or the appreciation of certain values.

5. *Write a speech for OR against the motion: "We live in a dull world where there is no longer any mystery."*

Expect a speech on one side of the motion only. Reward awareness of audience and delivery. Reward effective use of persuasive and argumentative devices. Expect candidates to utilise material drawn from many aspects of human nature and the world we live in.

6. *Write a story which includes the phrase, "Please speak plainly, this is very important!"*

Candidates are expected to write a story from any narrative perspective they choose. Candidates are expected to use / include the given line at some point in the story. Rewards freshness, originality and an awareness of narrative shape.

7. *Write a story entitled 'Change' that includes all of the following elements:*

- *A character whose priorities have changed*
- *A character who feels left behind*
- *A moment of realisation or understanding*
- *A hopeful conclusion.*

Expect a story including all of the above elements. The elements may be included / utilised explicitly or implicitly. The elements may be addressed in any order. Reward freshness, originality and an awareness of narrative shape

8. *Stargazing*

Candidates are free to write in different forms e.g. descriptive, informative, personal reflective etc. Expect the writing to engage with the title. Allow for literal and figurative approaches to the title.

Marking: impression ex 70, cross -referenced with marking breakdown CSEM.
CSEM breakdown marks must be shown on the script.

Marking Breakdown (CSEM)

Content	20
Structure	15
Expression	30
<u>Mechanics</u>	<u>5</u>
Total	70

Underline errors of spelling, grammar and punctuation in this section.

1. *Write a set of customer service guidelines to be included in the staff manual of a large supermarket. The guidelines should outline, in a clear manner, how staff should present themselves and how they should interact with members of the public. In particular the guidelines should advise staff members on how to respond satisfactorily to customers with complaints.*

Expect candidates to write a set of clear guidelines outlining how the staff working in a supermarket should present themselves and engage with customers. Expect clear, concise and coherent suggestions. A bullet-point approach is acceptable. All aspects of the task should be addressed. The issue of handling customers' complaints should be specifically addressed. Candidates should have regard for the task as well as structure, language, tone, target audience, register and idiom.

Candidates should present sufficient material for their work to be suitably rewarded. Candidates must address the key elements of the task. Candidates should demonstrate an awareness of audience and appropriate register.

OR

2. *Your school principal has asked you to write a report based on a survey your class has carried out concerning the eating habits of students in your school. Write the report, to be submitted to the school principal. In it you should explain how the survey was conducted and outline the survey's findings. The report should also make recommendations for the future, based on the survey's findings.*

Expect candidates to write a clear, coherent and well structured report. Allow for a variety of report formats, within reason. The report should explain how a survey into the eating habits of students during the school day, was carried out and outline some of its findings, describing the experience of / engagement with the task involved. Candidates should have regard for the task as well as structure, language, tone, target audience, register and idiom.

Candidates should present sufficient material for their work to be suitably rewarded. Candidates must address the key elements of the task. Candidates should demonstrate an awareness of audience and appropriate register.

Marking: imp. ex 30 cross-referenced with alternative marking system (CSEM).

CSEM marks must be shown on the script

Marking breakdown (CSEM)

Content	8
Structure	7
Expression	12
<u>Mechanics</u>	<u>3</u>
Total	30

Answer **either** Question 1 or Question 2

1. Read the editorial comment on Page 2 of Paper X.

(a) Based on your knowledge of Media Studies, explain the role of a newspaper editor. (10)

Expect candidates to explain clearly some of the functions / roles of the editor of a newspaper.

Indicative points:

- Decide on the content
- Prioritise the content
- Work closely with sub-editing team
- Edit / adapt the content
- Front page layout - lead story
- Staffing and recruitment
- Oversee online edition
- Co-ordinate the departments within paper
- Assign roles to journalists and others on staff
- Write editorial comment
- Which could involve representing the views of newspaper owner
- Etc

marking: imp ex 10

(b) To what extent do you agree with the opinions expressed in the editorial on Page 2 of Paper X? Give reasons for your answer. (10)

Expect candidates to address the views of the writer in relation to the topic, as expressed in the editorial. Candidates can agree / disagree or agree in part with the views expressed. Candidates should clearly explain the opinion / view that they hold in relation to the topic giving reasons to support their views.

Indicative Points:

Agree:

- People are publicity seeking
- Charity is overlooked
- A lot of celebrities used it for publicity
- He's right - everyone 'iced' themselves - it was supposed to be the forfeit
- More about online popularity
- Creating an online persona
- Financial and environmental cost of producing / transporting ice doesn't make the charitable donation worthwhile
- Etc.

Disagree:

- Writer misunderstands how the challenge worked
- Writer has no sense of humour / fun
- The viral / public nature of the campaign is what made it work
- The online platform is currently the best medium for campaigns / charities
- Raised significant amounts of money for charity
- It was just a bit of fun / harmless
- The article itself publicises the charity
- Etc.

marking: Imp ex 10

- (c) *Imagine that you are the editor of a newspaper. Write an editorial in which you express your strong opinions on an issue related to one of the following topics:*

Sport • Fashion • Politics • The Environment. (20)

Expect candidates to choose one of the four topics above and to write an editorial based on an aspect or issue related to that topic. Expect candidates to outline their views on the aspect chosen in a clear and forthright manner. Reward freshness of ideas and originality. Expect some elements of persuasive argumentative and informative writing to be evident. Expect better answers to express views strongly. Reward an awareness of audience and register.

Candidates are free to discuss any aspect of their chosen topic. Reward candidates who demonstrate an awareness of how editorials are written. Writing should demonstrate a suitable structure, sense of audience, use of language, tone, idiom etc. **marking: imp ex 20**

Indicative Material:

Sport

- Corruption
- World cup
- Over commercialised
- Drugs
- Etc.

Fashion

- Reality TV influence
- Celebrity culture
- Positive / negative role models
- Consumerism - the label culture
- Bullying
- Etc.

Politics

- Corruption
- Gender balance
- Political dynasties
- Out of touch
- Etc.

Environment

- Recycling
- Consumerism
- Carbon footprint
- Community activities
- Etc.

2. *Examine carefully the screenshot from the film review website ‘Rotten Tomatoes’ on Page 3 of Paper X. ‘Rotten Tomatoes’ provides a forum for the views of both professional film critics and ordinary cinema-goers.*

- (a) *Explain one advantage of reading film reviews on a website like ‘Rotten Tomatoes’ over reading reviews in a newspaper or magazine. (10)*

Expect candidates to highlight one advantage of sourcing film reviews in this manner on line. Candidates should explain the point they make. Expect some comparative element to their response. Might use contrast with other forms of media review.

Indicative points:

- You can see how popular a film is at a glance
- You get more than one view
- You get additional information around the film
- Links to other sources
- Accessible information - outside cinema - on phone
- Opinions of ordinary people like ourselves
- Range of opinions ordinary people plus critics
- Very democratic medium
- Can show trailers and clips
- Dynamic content

marking: imp ex10

- (b) *To what extent would websites, such as the one you can see on Page 3 of Paper X, influence your decision as to whether or not you would go to see a particular film? Explain your answer. (10)*

The question asks ‘to what extent..?’ Expect candidates to offer a personal response. Expect candidates to engage with the practice of sourcing film reviews in this manner on line. Valid, well supported answers should be rewarded. Candidates may be greatly influenced, partly influenced or not at all influenced. Candidate should explain their answer.

Expect candidates to address the issue of the extent to which they would be influenced by film review websites.

Indicative Points:

Greatly influenced because:

- Getting a range of views
- Supplies viewer with a lot of information
- Visual representation of material is appealing
- Fresh contemporary style and content
- Young people engage more with online publication
- Develop trust in regular reviewers
- They are also accessing additional information.
- Visual representation of information
- Online inducements - discounts
- Etc.

Not greatly influenced because:

- Website is confusing

- Too many conflicting views
- Put off by pretentious reviewers
- Information overload
- Reliability of websites
- Limited access to technology
- Website is visually confusing
- Prefer to rely on more trusted / traditional media
- More influenced by other factors- like friends' views
- Etc..

marking: Imp ex 10

- (c) *You are interviewing a director about his or her latest film for a film review website. Write two questions to ask the director, that you think would be of interest to a reader of the website and write the responses you think the director might give to your questions. The director and his or her film can be real or imaginary. (20)*

Allow for a broad approach to the task. Expect language that is conversational. Writing should demonstrate a suitable structure, sense of audience, use of language, tone, idiom etc. Allow for a variety of approaches to format. Material presented can be real or fictitious.

Allow for a variety of approaches. Formats could vary however in the piece offered. Candidates should pose and answer two questions. Allow for the possibility of the use of more extended dialogue. The conversation should focus on responses to two questions or issues raised by the interviewer. Reward engagement with the task and the scope of the answer. The content should reflect material that would be of interest to a reader of a film review website. Reward freshness of ideas and originality.

marking: imp ex 20

Paper 2

Section 1- Drama - 60 Marks

Question One - Shakespearean or Other Drama:- 30 Marks

Do two out of three questions (2×15)

Question Two - Studied Drama:- 30 Marks

Choose one question (2×15)

Section 2- Poetry - 60 Marks

Question One - Unseen Poetry: - 30 Marks

Do all three questions (3×10)

Question Two - Studied Poetry:- 30 Marks

Choose one question (2×15)

Section 3- Fiction - 60 Marks

Question One - Unseen Fiction - 30 Marks

Do two out of three questions (2×15)

Question Two - Studied Fiction:- 30 Marks

Choose one question - Question 1(2×15)
 - Question 2 (30)

Answer Question One and Question Two

QUESTION ONE

Answer A or B

A. Shakespearean Drama (Answer any two of the three questions) 30 Marks

Each question is worth 15 marks.

1. Based on your reading of the above extract, what do you learn about the relationship between Hotspur and Kate? Support your answer with reference to the extract.

Expect candidates to offer analysis on their view of the relationship between Hotspur and Kate, based on what is revealed in the extract. Candidates should support their points by referring to the passage.

Indicative points:

- Hotspur and Kate love each other – Kate’s concern and Hotspur’s pledge to send for her.
- Although they love each other, it is not an equal relationship - Hotspur is the dominant partner (which would be typical of the era in which it is set).
- Tension in the relationship at present because Hotspur refuses to share his thoughts with his wife.
- There is some evidence of more easy familiarity between the couple *What is it that carries you away?*
- This is compromised by Hotspur’s political activities – eg the banter:
- Kate is respectful but insistent and her husband is affectionate but firm.
- He is dismissive - she challenges him - but ultimately she submits
- Kate's anxiety for her husband's welfare is evident. Is it mutual?
- A formal / traditional relationship
- Seems traditional / patriarchal *gentle Kate* and *I must not have you henceforth question me*.
- Etc..

Marking: imp.ex 15

2. In your view, which **two** of the following words best describe the above scene?

- *Fascinating* • *Chaotic* • *Tense* • *Realistic*

Explain your answer, supporting your points with reference to the extract.

Expect candidates to select two of the words suggested and to explain why they feel their chosen words sum-up the scene well. Accept any valid well-supported opinions. Candidates should support their points by referring to the passage. Treatment of the two chosen terms may not necessarily be equal.

Indicative points:

Fascinating:

- Political intrigue is fascinating
- Fascinating :
 - To see the working of Hotspur’s mind
 - To watch as he becomes totally preoccupied with the upcoming war
 - To observe the way he handles his personal relationships
 - To see how futile Kate’s protests are.
- The scene creates suspense as we anticipate conflict

- Fascinating to get a behind-the-scenes view before the physical battles begin.
- Etc.

Chaotic:

- Chaos as Britain is on the brink of civil war
- Household thrown into chaos / disorder as new events cause a change of plan
- Personal relationships thrown into confusion (chaos) due to war
- Horses called for in a hurry, questions fired at servants - general atmosphere of chaos - urgency
- Etc.

Tense:

- Plans have to be hastily changed because of the Lord's refusal to join forces with Hotspur
- Tension because Hotspur has to act quickly now and bring forward his plans for rebellion
- Clearly Hotspur resents the Lord's response – tension
- Sense of political polarisation - with him or against him
- Tension between Hotspur and Kate – his secrecy around his plans
- His unusual behaviour / his refusal to offer an explanation despite her insistence
- Short sharp questions and answers-tension
- Hotspur's caution to Kate – *I must not have you henceforth question me* and her final response *It must of force* - not a happy atmosphere
- Etc.

Realistic

- Interpret 'realistic' liberally - could refer to realistic in today's terms or in terms of the time when the play was set
- Realistic portrayal of:
 - tension and disorder caused by war
 - a relationship under pressure - questions asked and not answered or only partially answered
- Realistic portrayal of two characters
- Realistic portrayal of conflict between personal and political motivations
- Kate's description of Hotspur's troubled sleep- a realistic portrayal of a troubled mind – a realistic portrayal of the anxieties of a loved one
- Hotspur's response to the disappointing news from the Lord is realistic –
- Etc..

Marking: imp. ex 15

3. You have been invited to perform the part of either Hotspur or Kate in a production of Henry IV, Part 1. Describe two things you would do, when performing this scene, in order to convey your character's feelings to the audience. Give reasons for your suggestions supporting them with reference to specific moments in the above extract.

Allow for a variety of suggestions, within reason, in relation to how either character might be feeling. Reward awareness of stagecraft and aspects of performance. Reward candidates who can give valid reasons for their staging suggestions linked to their chosen character's feelings. Candidates are free to explore any two aspects of performance that would help to convey the feelings of their chosen character - gesture, movement, expression, delivery of lines, stress on words, use of props etc.

Indicative points:

Hotspur:

- Anger at the Lord's response – throw the letter to the ground / stamp my foot.
- Resentment at the criticism of the plot and the level of support for it – emphasise the “s” sound creating a hissing effect.
- Impatience – walk to the edge of the stage and back again quickly while calling out impatiently to the servant and speaking sharply and quickly to him when he arrived
- Love – touch Kate's cheek very tenderly when speaking the line;
This evening must I leave you gentle Kate.

- Commitment to the cause – hold Kate firmly by the shoulders, using a very serious tone while pronouncing the line; *Whither I go I must*.
- Etc.

Kate:

- Love /Concern for her husband - walk towards him, place hand gently on his shoulder.
- Annoyance at Hotspur's remark, *I care not for thee Kate* – raise voice and adopt a harsh tone when saying the lines; *Do you not love me? Do you not indeed?*
- Powerlessness – stretch arms and shrug shoulders in a gesture of futility at the end of the scene.
- Etc.

Marking: imp. ex 15

B Other Drama: (Answer any two out of the 3 questions) (30)

Each question is worth 15 marks.

1. Choose two characters from the above extract. What impression of each of your chosen characters do you get from observing their reactions to the wasp? Support your answer with reference to the extract.

Candidates should choose two characters from the given extract and describe the impression they form of their chosen characters based on their reactions to the wasp. Candidates can explore a range of possibilities based on what they have read in the extract.

Indicative points:

- Rita: Seems matter-of-fact and practical at first but later shows signs of hysteria so her initial composure is not real etc.
- Len: Practical, opinionated sees himself as an authority figure etc.
- Abigail: Not bothered by the wasp, practical, impatient with Brenda, intolerant of foolishness witty etc.
- Melvyn: Calm, practical, not afraid of the wasp, cool- thinks the others are ridiculous to over-react etc.
- Brenda: Hysterical, over-emotional, silly, childish, not in control of her behaviour etc..
- Dorcas: Authoritative, practical, impatient, focused on Simon's response etc.
- Simon: Sees himself as the man in charge, macho figure, likes attention etc.
- Ralph: Unperturbed by the wasp's presence or the commotion caused by the others, calm and realistic, removed and bemused etc.
- Etc.

Any two for 15 marks. Mark by impression

2. In your view, which two of the following words best describe the above scene?

• *Hilarious* • *Chaotic* • *Tense* • *Realistic*

Explain your answer, supporting your points with reference to the extract.

Expect candidates to select two of the words suggested and to explain why they feel their chosen words sum-up the scene well. Accept any valid well-supported opinions.

Indicative points:

Hilarious:

- It is hilarious
 - A funny depiction of the over-reaction people have to wasps
 - Contrasting characters
 - The picnic degenerates into farce
 - Individual characters very comical
 - Hilarious slapstick
 - To witness the confusion that follows Rita's illogical approach to establishing the tea drinkers
 - Etc.

Chaotic:

- The picnic becomes a scene of disorder and confusion
 - Brenda dances among the picnickers trampling on food and spilling drink
 - Others jump up hurriedly to avoid the fall-out of Brenda's actions
 - Even trying to distinguish the tea drinkers from the orange-squash drinkers becomes a source of confusion
 - Contrasting actions highlight the chaos – Ralph looks on kindly/affably while Brenda prances about frenetically
 - Even Simon's solution leads to confusion
 - Etc.

Tense:

- There is an undercurrent of tension even before the wasp appears.
 - There is tension around the distribution of the tea/orange squash- Melvyn is 'muttering'
 - Abigail and Dorcas are impatient with their brother's girlfriend. This creates tension
 - Simon and Melvyn show signs of impatience
 - The ending of the scene is uncertain
 - Etc.

Realistic:

- A realistic depiction of a family gathering
 - A summer picnic disrupted by a wasp is credible
 - The different ways in which the characters in the scene react is realistic
 - The characters themselves are presented realistically
 - Etc.

Marking: imp.ex 15

3. *Imagine that you are directing this play. Explain what you would do in order to convey the humour of this scene to the audience. Support your answer with reference to the extract.*

Candidates could explore a number of different aspects of staging and performance that would help to convey the humour of the scene to the audience. Reward awareness of stagecraft and aspects of performance. Reward candidates who can give valid reasons for their staging suggestions linked to the creation of a humorous stage moment. Answers should be grounded in the text and action of the extract.

Indicative points:

- Sound effects – frenetic music as bee is buzzing about and Brenda is reacting
- Special effects - how to depict the bee's presence?
- Have Brenda create maximum havoc with her prancing about
- Pitch and tone
- Physical humour - slapstick
- Create chaos disorder
- Clowning performance
- Spotlight on picnic table as plates and cups are overturned and people jump to their feet followed by spotlight on cool, calm Ralph
- Very careful timing of responses – pause before a humorous line
- Timing of sound effect
- Careful management of action so that it doesn't become too chaotic
- Etc.

Marking: imp.ex 15

QUESTION TWO

Studied Drama. 30 marks

N.B. You must give the name of the play that you choose. You may Not choose either of the scenes quoted on this examination paper as the basis for your answer.

Answer 1 or 2 (30 marks)

1. *Choose a character from a play you have studied who experiences a significant problem or difficulty.*

(i) Identify the problem or difficulty your chosen character experiences and describe a moment in the play when that problem or difficulty is particularly evident. (15)

Any relevant problem that is described and for which evidence is presented should be accepted. Candidate should describe a particular moment when the difficulty for the character revealed itself. Allow for a broad interpretation of 'problem'. The 'moment' chosen by the candidate may focus on a specific scene or possibly range over a number of scenes

(ii) Imagine you are an actor playing the part of your chosen character. Outline two things you would do, when performing the moment described above, to represent the character's predicament to an audience. Give reasons for your suggestions supporting them with reference to the moment you described in part (a) of this question. (15)

Candidates must refer to a specific moment in their chosen play. Candidates should suggest two aspects of performance. Answers should demonstrate how aspects of performance can help an audience understand a character's predicament. Candidates must give reasons for their suggestions.

Possible points:

- Actions and gestures signifying the relevant emotions eg. anger, despair etc
- Movement on stage
- Facial expression

- Tone
- Pace
- Use of colour to create mood
- Eye contact
- Candidates must link their suggestions in these chosen areas with the predicament the character is experiencing
- Etc.

OR

2. *The way in which a play is staged can help an audience to understand an important theme in that play.*

(i) *Identify one important theme in a play you have studied and outline the importance of that theme in your chosen play.* (15)

Candidates should clearly identify one theme from their chosen play. Any relevant theme that is explained clearly in the context of the drama should be accepted.

Marking: imp.ex 15

(ii) *Imagine you are directing this play. You wish to highlight the theme you have identified in part (a) of this question. Choose a moment in the play when this theme is particularly evident. Explain how you would use any two dramatic techniques, in staging your chosen moment, to help an audience to understand the theme.* (15)

Candidates must refer to a specific moment in their chosen play. Answers should outline how the use of two named dramatic techniques used in the moment chosen, would help the audience to understand the theme nominated.

Possible Points:

- Eye contact - love, hate, anger etc
- Gesture – pointing angrily, touching gently
- Action – use of sword to wound or kill, pushing etc
- Pause before important lines
- Lighting
- Costume design
- Sound effects
- Set design and use of props
- Etc.

Marking: imp.ex 15

Answer Question One and Question Two

QUESTION ONE

Unseen poetry: Answer all three questions asked

(30 Marks)

1. *Choose an image from Tennyson's poem, 'The Eagle' that appeals to you. Explain your choice.*

Accept any well-supported, well-explained image from the poem. Candidates should give reasons for their choice. Expect candidates to apply some level of critical analysis to their chosen image.

Indicative points: - possible images to be explained / interpreted.

- *Clasps the crag* -strong verb - alliteration - personification
- *Lonely lands* - again strong - powerful - strength
- *Crooked hands* - slightly menacing - human like
- *Ringed with the azure world* - bird's perspective
- *The wrinkled sea* -
- *Like a thunderbolt he falls* - simile - strength and power
- Etc.

Marking: imp.ex 10

2. *'I must learn to be like him...'* In your view, why does the speaker in the poem want to be like the Fulmar?

Explain your answer with reference to the poem 'The Fulmar'.

Expect candidates to explain why they think the speaker would like to be like the bird, basing their responses on evidence from the poem. Candidates should give a reason for their answer. Answers should be supported by reference to the poem.

Indicative points:

The Fulmar:

- Has extraordinary skill
- Is in harmony with its environment
- Trusts that his environment will support it
- Allows itself to be led
- Submits to the natural world around it
- Doesn't confuse himself with choice
- Positive enthusiastic message
- Gives encouragement to take a chance - be adventurous
- Trusts the unknown
- Etc.

Marking: imp. ex 10

3. *Which of the two poems above do you prefer? Explain your answer with reference to the poems.*

(10)

Candidates are free to choose either of the poems printed above. Expect candidates to give clear reasons for their choice based on details from the poem. Expect some reference, though not necessarily equal, to both poems.

Indicative response:

Preference might be based on:

- Subject matter
- Theme
- Style of writing
- Structure
- Etc.

Indicative points:

The Fulmar.

- More evidence of his mastery of the air
- Descriptions make him seem more interesting ... swooping, balancing, soaring etc
- Blurb states that fulmars are masters of the air
- Eagle seems interested only in its prey
- Etc.

The Eagle

- Imposing figure high up in the mountains
- Image of this bird is striking - majestic
- Seems more powerful – everything below him is so small
- Would be amazing to see him fall (for his prey?)
- Etc.

Marking: imp.ex 10

QUESTION TWO

Studied poetry: Answer question 1 or question 2 (30 Marks)

N.B. In answering you may not use the poems given on this paper. You must give the title of any poem and the name of any poet you refer to in your answer.

1. *Choose a poem you have studied that has a strong sense of place.*

(i) *What thoughts and feelings about the place are expressed in the poem? Explain your answer with reference to the poem.* (15)

Expect candidate to choose poems that have a strong sense of place, in terms of physical description, mood or atmosphere. Allow a reasonable interpretation of 'place'.

Candidates should outline the poet's thoughts and feelings towards the place in the poem supporting their answers with evidence from the poem. Candidates should discuss both thoughts and feelings for full marks but equal weighting is not essential.

Marking: imp. ex 15

Indicative points:

Thoughts of:

- Belonging / isolation
- Injustice / fear
- Futility / being motivated
- Life as good / bad / unfair ...
- Cruelty / kindness
- Etc.

Feelings of:

- Sorrow
- Joy
- Fear / courage
- Nostalgia
- Despair / hope
- Enthusiasm /
- Etc.

(ii) *How does the poet's use of either sounds or images in your chosen poem help to create a sense of the place in your mind? Explain your answer with reference to the poem.* (15)

Expect answers to focus on either the images or the sounds present in the poem.

Sound could relate to direct reference to sounds in the poem or the way in which the poet's words create a sense of sound e.g. onomatopoeia. Answers should explain how the use of sound or imagery gives the reader a sense of the place. Award an ability to link an identified technique with the way the poet creates a sense of place.

Indicative points:

- Use of powerful words / images create vivid pictures
- Effect of some or all of the following in building a sense of the place
 - Similes and metaphors
 - Alliteration and assonance
 - Personification and onomatopoeia
 - Etc.
- Certain combinations of words are used to create particular effects
- Words and phrases related to the senses
- Etc.

Marking: imp.ex 15

OR

2. *Choose a poem you have studied in which the poet has something interesting to say about the relationship between either:*

People and Nature or Adults and Children.

(i) *Describe the relationship dealt with in your chosen poem and explain why you find this relationship interesting.* (15)

Candidates must clearly identify and describe a relationship from their chosen poem that is relevant to one of the categories listed above and he / she must say why he / she found it interesting. Allow for a broad interpretation of 'interesting'. 'Interesting' may be addressed in an explicit or implicit way.

Indicative points:

- Power of nature to heal and restore
- Destructive power of the elements / close empathy between people and nature
- Unequal / equal
- Cruel / supportive
- Source of joy / sorrow
- Relationship -loving , supportive, conflicting, nurturing, changing etc.
- Etc.

Marking: imp. ex 15

- (ii) *How does the poet's use of either sounds or images in your chosen poem help you to understand what the poet feels about the relationship? Explain your answer with reference to the poem.* (15)

Expect answers to focus on either the images or the sounds present in the poem. Sound could relate to direct reference to sounds in the poem or the way in which the poet's words create a sense of sound e.g. onomatopoeia. Candidates should explain how the poet's use of either images or sound helps them to understand the relationship highlighted.

Indicative points:

- Images could physically represent positive negative aspects of relationship
- Images could create a sense of mood / feelings
- Sound could create a sense of mood / feelings
- Sound / images could be in empathy with poet's emotions
- Sound / images could sum up poet's feelings
- Sound / images could be in conflict / opposition to poet's thoughts or feelings
- Etc.

Marking: imp.ex 15

Answer Question One and Question Two

QUESTION ONE

Unseen Fiction: Answer two of the three questions asked

(30 Marks)

1. *Do you think that this extract captures the traumatic experience of war effectively? Support your answer with reference to the extract.*

Candidates are free to agree or disagree with the premise of the question. Accept a broad interpretation of 'traumatic'. The word 'effectively' may be dealt with implicitly or explicitly. Candidates should base their answers on material taken from the extract and use the passage to support their ideas.

Indicative points:

YES

In wartime:

- Life is uncertain – lives controlled by the sound of a siren – journey to air-raid shelter
- Fear becomes part of daily life
- If you belong to a persecuted group of people you must stay hidden or die - Max
- Inhumane treatment of fellow human beings
- Tension of the moment is apparent - particularly through the dialogue
- Environment is destroyed
- Liesel's concern for Max's safety
- People resort to desperate measures
- Silent communication
- Palpable relief
- Families are separated - Max
- Personal freedom is severely curtailed – Max has not seen the night sky for two years
- Etc.

Marking: imp. ex 15**NO**

The extract:

- Does not refer to the physical destruction caused by war
- Does not show or refer to the real hardship of the battlefield
- The people are afraid but their homes are still intact
- Max is the only character who is really affected
- Extract suggests the positive - close community experience - war brings people together
- Not a tangible representation of war
- Where are the tanks and guns?
- Etc.

Marking: imp.ex 15

2. *The Book Thief is now a major film. What features of this extract, in your opinion, make it suitable for a scene or scenes in a film? Give reasons for your answer supporting them with reference to the extract.* (15)

Expect candidates to discuss how aspects of / elements of the extract have cinematic qualities. Candidates are free to explore a variety of relevant features. Candidates should use the extract to support their ideas.

Indicative points:

- Setting interesting – war (basements, deserted streets) etc.
- Interesting camera shots – dark basement and starry sky
- Interesting characters
- Appeals to the emotions
- Underlying tension / excitement
- Sense of suspense
- Appeals to the visual
- And to the aural
- Location focus moves
- Narrative style
- Sounds
- Etc.

Marking: imp.ex 15

3. *Imagine you are Max Vandenburg. Write the opening passage for the book you are writing recounting your experience of the war. The passage should begin with the line:*

‘From a Himmel Street window, the stars set fire to my eyes’.

Your writing should be based on the above extract.

In answering, candidates should attempt to describe Max's experience based on evidence taken from the extract. Answers should reflect Max's thoughts and feelings. Expect candidates to write in the first person. Better answers will reflect an appropriate register.

Indicative points:

The opening passage might refer to:

- Sadness and joy of experience of seeing the stars
- Fear for the danger Max might bring to the family
- Hope / hopelessness in the face of such despair
- Thoughts about other family members out there
- Pain of twenty two months of darkness
- Sense of isolation
- The physical impact on him
- Etc.

Marking: imp.ex 15

N.B. In answering you may NOT use the extract given above as the basis for your answer. You must give the title of the text you choose and the name of the author.

1. Choose a novel or a short story that you have studied.

In your view which two of the following words best describe the story you have chosen?

- *Inspiring*
- *Atmospheric*
- *Disappointing*
- *Gripping*
- *Revealing*
- *Complex*

Give reasons for both of your choices, supporting them with reference to your chosen novel or short story.

Expect candidates to select two adjectives from the list given and to explain why they feel that their chosen terms apply to / describe their chosen text well. Expect candidates to use their chosen text to support their ideas. Candidates may refer to style and content or a combination of both in the material they offer in response to the question.

Indicative points:

Inspiring:

- Main character was admirable / a force for good
- Evil was overcome / good rewarded
- Actions undertaken by characters were awe-inspiring
- Reader left with feeling of hope at the end
- Themes were inspiring / uplifting message
- Subject matter made me think about things in a new way
- The style of writing - easy to visualise
- Obstacles overcome / endurance
- Etc.

Atmospheric:

- Strong atmosphere of tension from the start - setting / hostility between characters / background to story etc.
- Descriptions create atmosphere
- Lots of suspense
- Interesting setting
- Action-packed
- Violent
- Easy to visualise
- Etc.

Disappointing:

- Ending unsatisfactory
- Characters not credible
- Events not realistic
- Actions far-fetched
- Difficult to follow plot
- Failed to sustain interest
- Themes too complex
- Could find what happens to the character/s in the text to be disappointing
- Or reader could feel book did not live up to his / her expectations
- Etc.

Gripping:

- Atmosphere of tension from start
- Descriptions hold the reader's attention
- Key moments filled with excitement / fear
- Suspense from beginning to end
- Action-packed
- Well written - well paced
- Etc.

Revealing:

- A very different way of life
- Worthwhile insights
- Situations are not always black and white
- Learn something new about life
- See a character in a new light
- The complexity of human beings
- Shows the resilience / weakness of individuals
- Etc.

Complex:

- Shows that there are no simple solutions to problems
- Characters and their reactions are complex
- Multi-faceted characters
- Complex structure – several plots
- Many complex issues dealt with
- Language usage – symbolism / sentence structure etc
- Need to understand unfamiliar / historical context
- Etc.

Marking: imp. 2 x 15

OR

2. *'The most interesting characters in stories are characters that display both strengths and weaknesses.'*

Choose a character from a novel or short story you have studied and explain how that character's strengths and weaknesses make him or her an interesting character. Support your answer with reference to your chosen novel or short story.

Expect candidates to choose one character from a novel or short story that they have studied and to explore that character's strengths and weaknesses. Candidates must address both aspects of the character, though not necessarily in equal measure. Whether a character's strengths or weaknesses make that character interesting, may be addressed in an implicit or explicit manner. Candidates should support their answer with reference to their chosen text.

Indicative points:

- Physical / moral strength
- Physical / moral weakness
- More realistic - makes it more interesting
- Actions could indicate strength / weakness
- Relationships could reveal strength / weakness
- What character does at key moments could reflect strength or weakness
- Overcoming obstacles / or not
- Relationship with society could reveal strengths or weaknesses
- Interesting - credible, flawed, admirable, unique, revealing
- Etc.

Marking: imp ex. 30

MARKING SCHEME SUMMARY PAPER 1

SECTION 1: READING

40 MARKS

Q.1	ex 15
Q.2	ex 10
Q.3	ex 15

SECTION 2: PERSONAL WRITING

70 MARKS

also	Content	20
	Structure	15
	Expression	30
	Mechanics	5

SECTION 3: FUNCTIONAL WRITING

30 MARKS

also	Content	8
	Structure	7
	Expression	12
	Mechanics	3

SECTION 4: MEDIA STUDIES

40 MARKS

Q.1(a)	ex 10
Q.1(b)	ex 10
Q.1 (c)	ex 20

OR

Q.2 (a)	ex 10
Q.2 (b)	ex 10
Q.2 (c)	ex 20

MARKING SCHEME SUMMARY PAPER 2

SECTION 1: Drama

60 MARKS

Unseen Drama

Q.1	ex 15	
Q.2	ex 15	answer any 2
Q.3	ex 15	

Studied Drama

Q.1 OR Q.2

Q.1(a)	ex 15	
Q.1(b)	ex 15	

OR

Q.2 (a)	ex 15	
Q.2 (b)	ex 15	

SECTION 2: Poetry

60 MARKS

Unseen Poetry

Q.1	ex 10	
Q.2	ex 10	answer all 3
Q.3	ex 10	

Studied Poetry

Q.1(a)	ex 15	
Q.1(b)	ex 15	

OR

Q.2(a)	ex 15	
Q.2(b)	ex 15	

SECTION 3: Fiction

60 MARKS

Unseen Fiction

Q.1	ex 15	
Q.2	ex 15	answer any 2
Q.3	ex 15	

Studied Fiction

Q.1/2 (a)	ex 15	
Q.1/2 (b)	ex 15	

Reasonable Accommodations Candidates –Provision on Paper 1

Candidates presenting for examination who have been granted a waiver from spelling and written punctuation and /or who have availed of the use of a scribe, word processor, cassette recorder, in accordance with circular S70/00 are assessed in all areas of competence with the exception of spelling and written punctuation.

In assessing the work of these candidates a modified marking scheme will apply.

This involves a modification of the four criteria for assessment applied as follows:

- First three criteria will still be assessed
- The fourth criterion (Mechanics) will not be assessed.

Applying the modified marking scheme in Personal and Functional writing sections.

Writing:	Personal	Functional	R.A. Scripts
Content	20	8	Assess
Structure	15	7	Assess
Expression	30	12	Assess
(Mechanics)	(5)	(3)	Do not assess
TOTALS	65	27	

The modified marking scheme, as applied in Section 2 (Personal Writing) and Section 3 (Functional Writing) on Paper 1 is illustrated above. It is indicative of how the modified marking scheme should be applied.

Mark the script as usual.

Apply the modified marking scheme, assessing Section 2 (Personal writing) out of a total of 65 instead of 70 and Section 3 (Functional Writing) out of 27 instead of 30.

In Section 2 calculate the total ex 65 then convert your answer to ex 70

In Section 3 calculate the total ex 27 then convert your answer to ex 30

as in the following worked examples

Worked example 1

Candidate achieves 59 marks out of 65 for Personal Writing

The adjusted total will then be calculated as follows: $\frac{59 \times 70}{65} = 64$

The ring total mark for this section is 64 ex 70

Worked example 2

Candidate achieves 15 marks out of 27 for Functional Writing

The adjusted total will then be calculated as follows: $\frac{15 \times 30}{27} = 17$

The ring total mark for this section is 17 ex 30

Applying the modified marking scheme in all other sections of Paper 1.

When forming an impression and awarding a mark:

- The first three criteria will still be assessed
- The fourth criterion (Mechanics) will not be assessed.

This means, in effect, that a candidate whose work is to be assessed using the modified marking scheme does not have their spelling and punctuation considered when marks are being awarded. The marks allocated to Mechanics in the standard Marking Scheme are re-allocated between the other three criteria so that an impression mark out of 100% of the available marks can then be awarded, using the remaining three combined criteria.

Reasonable Accommodations Candidates – Provision on Paper 2

Candidates presenting for examination who have been granted a waiver from spelling and written punctuation and /or who have availed of the use of a scribe, word processor, cassette recorder, in accordance with circular S70/00 are assessed in all areas of competence with the exception of spelling and written punctuation.

When forming an impression and awarding a mark:

- First three criteria will still be assessed
- The fourth criterion (Mechanics) will not be assessed.

This means, in effect, that a candidate, whose work is to be assessed using the modified marking scheme, does not have his / her spelling and punctuation considered when marks are being awarded. The marks allocated to Mechanics in the standard Marking Scheme are re-allocated between the other three criteria so that an impression mark out of 100% of the available marks can then be awarded, using the remaining three combined criteria.

If a candidate uses the accommodation granted to them in any part of their examination, the modified scheme should be applied i.e. if a candidate writes part of their script and a scribe writes the rest, the modified scheme should be applied to all of the work. Equally, if a candidate records part of their examination on cassette tape but provides written answers for other parts of their examination, the modified scheme should be applied.

<p>N.B. Remember! Having applied the modified marking scheme to any script, please write “<i>Modified Marking Scheme applied</i>” on the front cover of that script.</p>

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