



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2008

MARKING SCHEME

ENGLISH

HIGHER LEVEL

PAPER 1 SECTION 1: READING 40 MARKS

The reading passage presents a journal extract which offers the candidate plenty of scope for engagement.

1. *Darwin had an eye for detail. Briefly discuss this view with reference to the passage.*

The passage contains an abundance of suitable detail.

- Physical descriptions of the island, its flora and fauna.
- Descriptions of aspects of travel
- Scientific observations (the kingfisher; wind direction; dewpoint)
- Etc.

Expect candidates to present a clear discussion, stating and developing their points with reference to at least two examples from the passage.

marking: imp ex 10

2. *Despite being written in 1832 much of the content of the passage is of interest to modern readers. Do you agree? Explain your point of view with detailed reference to the text.*

Candidates may either agree or disagree with this statement. Answers may include reference to the language and style of the passage as well as to content.

Agree-

- Content is of interest to people who like travel, history, exploring, botany, climate, science, ecology, geology etc.
- comparison between modern day living and life in 1832.
- References to modern holiday destinations.
- Etc.

Disagree-

- The past is uninteresting, boring & irrelevant to modern readers.
- Modern readers not interested in Darwin's detailed scientific approach.
- Darwin's written style old fashioned.
- Etc.

Expect candidates to present either a number of points or a global discussion, both well supported from the text.

marking: imp ex 15

- 3 Would you like to have accompanied Darwin on his voyage? Give reasons for your answer based on evidence from the text.

Candidates may agree or disagree with the statement and should present a developed answer supported by reference to the text. Good personal response should be rewarded.

marking: imp ex 15

SECTION 2: PERSONAL WRITING 70 MARKS

Mark by impression ex 70. Use the alternative breakdown marking system, outlined below, to cross check your result.

Marking Breakdown

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

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

Candidates may choose to treat any of the titles below in a variety of different genres: e.g. discursive, persuasive, descriptive, narrative/short story, etc.

1. ***"December 27th 1831. Left Devonport bound for Tierra del Fuego. The weather does not look kind with a westerly gale blowing hard. The Beagle is a fine ship - a ten-gun brig - however ..." Continue this diary entry written by Charles Darwin's assistant.***

Allow for a variety of diary styles and formats but expect consistency in the format chosen.

Allow for liberal interpretation of 'assistant'.

2. *An undiscovered paradise.*

Allow candidates to interpret meaning of 'paradise' in a variety of ways including real, imaginary and virtual locations or other concepts of beauty, happiness etc.

3. *Write a composition including the line, "It was the unfairness of it all that annoyed me most."*

Allow for a variety of responses. Expect close reference to the line to be included..

4. *What the world needs now.*

Allow for a variety of responses interpreting 'needs' broadly.

5. *I could hardly sleep with excitement. Only three more days to go ... Continue this composition.*

Expect a variety of responses. The 'I' need not be central to the narrative.

6. *Look at the picture on Page 4 of Paper X, which accompanies this examination paper, and write a composition inspired by it.*

Expect a variety of responses stimulated by the picture.

7. *Write a speech for or against the motion: 'Young people are not taken seriously in Ireland.'*

Expect answers to show awareness of a style appropriate to the delivery of a speech.

8. *The most interesting place OR places I have ever been.*

Interpret 'place(s)' broadly to include, real, imaginary and virtual settings.

Marking: Imp.ex 70 cross-referenced with marking breakdown.
Breakdown marks to be shown on the script

SECTION 3: FUNCTIONAL WRITING 30 MARKS

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

1. *You are a member of your school's Student Council. As there are now students from a range of different nationalities attending the school, your Principal has asked the Council to come up with some suggestions to help your school to develop as an intercultural community. Write a report to be submitted by the Student Council to the Principal outlining your ideas.*

Candidates are expected to write a report in an appropriate format and style. Allow use of bullet-pointed text in body of report. Candidates should have regard to their target audience and should choose an appropriate register.

Marking: imp. ex 30 cross referenced with alternative marking system.

OR

2. *NASA (National Aeronautics and Space Administration) is running an international competition to send one student from Ireland on the next moon mission. You wish to enter the competition. The following are the competition entry requirements: Entries should be between 170 and 200 words*

You should outline

- *Your suitability for the mission*
- *Why you wish to participate in the mission*

Complete your competition entry.

This is a competition and candidates may use a variety of styles/approaches in order to persuade the judges that they are the best choice.

Expect candidates to respond to both parts (suitability & wish to participate). These need not be of equal length

Judge answers by their relevance, coherence and adherence to instructions.

Marking: imp. ex 30 cross referenced with alternative marking system.

- 1(a) *An Irish athlete has won a gold medal at the Beijing Olympic Games. Write a script for a radio commentary on the event. Try to capture the excitement of the athlete's winning performance in your script.*

Allow candidates to choose any athletic event (track or field). Expect the commentary to give a factual account of the event with some effort to recreate the atmosphere and excitement of the athlete's winning performance.

marking: imp. ex 20

1(b)

Would you have preferred to experience the gold medal win by watching it on television or listening to it on radio? Outline the advantages, as you would see them, of your preferred medium in this case.

Expect candidates to state a clear preference for either television or radio or to argue that both have distinct advantages. These could include:

- Radio – accessibility, imagination, atmosphere, etc.
- Television – visual and aural, replays, camera angles, as if you were there etc.

Judge answers by the soundness of their content and their coherence.

marking: imp. ex 20

OR

- 2(a) *Look at the posters on Page 2 and Page 3 of Paper X. Which of the two posters do you think conveys its message more effectively? Explain your answer with detailed reference to the poster.*

Page 2 Poster

Candidates could refer to:

- Happy innocent faces of the three children – racism is an adult thing
- Use of colour in the poster though the image is black & white
- Punning on “NO” and “KNOW” in the logo / slogan
- The message is short and simple
- Graphics, logos, slogans
- etc.

Page 3 Poster Candidates could refer to:

- Drawing created by a child / childlike writing
- Symbolic use of primary colours
- Very little copy – emphasis on slogan etc.
- Inclusion of reference websites
- Graphics, logos, slogans
- Etc.

Expect candidates to state a clear preference for either poster with discussion supported by reference to the texts provided

marking: imp. ex 20

- 2 (b) *Media Studies teaches us that the Media can be a powerful force for change. Select ONE form of media (e.g. radio, television, newspapers, internet, etc.) and explain how it could be used to combat racism.*

Expect candidates to clearly identify ONE form of media. Candidates should focus on HOW this form of media can be used to combat racism.

Candidates might refer the force of the chosen media through its capacity for:

- Advertising (equality, rights etc.)
- Communication of information, documentaries, discussions, interviews, etc.
- Capacity to capture attention.
- Use of film, catchy jingles, slogans, promotions, etc
- Use of text and images to inform, argue, persuade
- Etc.

marking: imp. ex 20

PAPER 2 SECTION 1: DRAMA 60 MARKS

A Shakespearean Drama (answer any 2 of the 3 questions) 30 Marks

Q.1 *Describe what is happening to Lear in this scene. Support your answer with reference to the text.*

Expect synopsis of the extract with emphasis on what is happening to Lear.
Candidates may also refer to the introductory paragraph.

Candidates could refer to the physical storm, to the emotions Lear is experiencing, to Lear's relationship with his two retainers, etc.

Expect a developed account of Lear's situation supported by detailed reference to the text.

marking: imp ex 15

Q.2 *Which parts of this extract best capture the atmosphere of the "terrible storm"? Explain your answer with reference to the text.*

Candidates may refer to the physical storm raging on the heath, to the internal storm, the anguish, experienced by Lear himself, or to both.

The physical storm -

- "tyranny of open night too rough for nature.."
- "this terrible storm invades us to the skin"
- "in such a night to shut me out"
- "pelting of this pitiless storm"
- etc..

The internal storm –

- "tempest in my mind"
- "in such a night to shut me out"
- "this tempest will not let me ponder"
- "that way madness lies"
- etc..

Expect clear reference to at least one valid “atmosphere”, developed and supported from the text.

marking: imp ex 15

Q.3 *You are a member of the audience at a performance of this play. Describe what you see on stage during this scene.*

You may wish to consider some of the following set and props, costumes, lighting and sound effects, the actors' performances, etc.

Candidates should answer from the perspective of a member of the audience.

Expect treatment of a number of specific aspects of staging or a general discussion of what is happening on stage.

Answers should be supported by reference to the extract.

marking: imp ex 15

B Other Drama (answer any 2 of the 3 questions) 30 Marks

Q.1 *What is your impression of either Anju or Gopal in this extract? Base your answer on evidence from the text.*

Anju could be seen as:

- Forthright “you don't” ; “you've wasted my time”
- Assertive “You want me to wait...”
- Emotional “what are you doing?”
- Etc.

Gopal could be seen as:

- Conciliatory “ I'm sorry I didn't write”
- Decisive / realistic “ I need to finish my studies...”
- Cowardly “Things have changed; I didn't want to hurt you”
- Etc.

Expect a developed answer on one character, supported from the text

marking: imp ex 15

Q.2 *From what you have seen of the interaction between Anju and Gopal, do you think that their relationship will work out successfully? Explain your answer with reference to the extract.*

Expect a developed discussion of the future of the relationship supported by inference from and reference to the text.

marking: imp ex 15

Q.3 *This play is set in a village in India. If you were to stage this drama in a contemporary Irish setting what changes to the script might you recommend?*

Expect a broad discussion of setting the play in an Irish context. Interpret 'contemporary' liberally.

marking: imp ex 15

Drama Q.2 (answer either question)

Q.1 *Many dramas feature characters that are either winners or losers. Choose a character from a play that you have studied who falls into one of these categories.*

(a) *Describe how your chosen character is either a winner or a loser.*

Expect a developed discussion of one character as either a winner or loser.

marking: imp ex 10

(b) *Choose another character who has a relationship with your chosen character, and explain the importance of this relationship. Support your answer with reference to your studied text.*

Expect a developed discussion of other character and of the relationship between the two.

marking: imp ex 20

OR

Q.2 *Imagine you are preparing a programme for a class production of a play you have studied. The production team, of which you are a part, has asked you to contribute to the programme.*

(a) Write character profiles for two characters who have a significant role in the play.

(b) Write an introduction to the play focusing especially on its theme(s)

To keep the programme to an appropriate length you will need to write approximately 200 words for task (a) and approximately 200 words for task (b)

(a) Write character profiles for two characters who have a significant role in the play.

Expect a brief account of any two significant characters from the chosen play.

marking: imp ex 15

(b) Write an introduction to the play focusing especially on its theme(s)

Expect a brief synopsis of significant theme(s) in the play.

marking: imp ex 15

In both (a) and (b) the suggested length is approximate and intended to serve as a reminder of the task in hand – writing a brief programme note to be read quickly by members of the audience.

PAPER 2 SECTION 2: POETRY 60 MARKS

(answer any 2 of the 3 questions)

UNSEEN POETRY

30 MARKS

Q.1 *At what time of year is this poem set? Give a reason for your answer.*

Answers could include reference to:

- Autumn ‘wringing’ the neck of summer
- Autumn stripping the trees
- Autumn rolling away the sun
- Autumn frightening off the birds
- Autumn stuffing humans with fruit pies
- Autumn with its wide red mouth and icicle tail
- There came this day and he was autumn
- Etc.

Expect answers to focus on autumn with relevant reference to the poem.

marking: imp ex 5

Q.2 *This poem has some striking images. Choose two images which appeal to you and explain why you think they are effective. Refer to the poem in support of your answer.*

As in Q.1 above:

- Autumn ‘wringing’ the neck of summer
- Autumn stripping the trees
- Autumn rolling away the sun
- Autumn frightening off the birds
- Autumn stuffing humans with fruit pies
- Autumn with its wide red mouth and icicle tail
- Etc.

Expect a developed discussion of two ‘striking’ images from the poem.

marking: imp ex 10

Q.3 *Choose any other feature of the poem (apart from imagery) which appealed to you and explain why it appealed to you. You might consider one of the following: the language, the structure, the mood, the tone etc.*

Expect a developed discussion, supported by reference to the poem, of any other poetic feature.

marking: imp ex 15

STUDIED POETRY

30 MARKS

N.B. Candidates may not use the poem provided in the unseen section.

Q1 (a) *Choose any poem you have studied which created vivid images of a person in your mind. Describe what images of the person come to mind from your chosen poem.*

Expect focus on description, of the person with reference to remembered vivid images. The poem's title and author should be mentioned.

marking: imp ex 10

Q1 (b) *Write about how two of these images contribute to your understanding of the person in this poem.*

Expect a developed discussion focusing on the selected images and the explanation of how they help with the understanding of the person mentioned.

marking: imp ex 20

Q2 *Choose any poem you have studied which has interesting sound effects or musical qualities. Describe these sound effects or musical qualities and explain how they enrich the poem?*

Expect a developed discussion of how the sound effects or musical qualities selected helped to enrich the chosen poem.

marking: imp ex 30

PAPER 2 SECTION 3: FICTION 60 MARKS

UNSEEN FICTION (answer any 2 of the 3 questions) 30 MARKS

Q.1 *LaVaughn is a fifteen year old girl. From this extract do you consider her to be a typical teenager? Explain your answer with reference to the extract.*

Answers can agree or disagree comparing LaVaughn with the stereotype as, for example:

LaVaughn is a typical teenager:

- She has a haughty attitude towards her parent
- She sees herself in conflict with adults, the world, 'rules', etc.
- She is naive when it comes to real life
- She has a fantasy boyfriend
- Etc.

LaVaughn is not a typical teenager:

- She shows understanding of her mother's situation
- She expresses appreciation of her mother
- She expresses her inner feelings with perception
- Etc.

Expect a developed discussion showing LaVaughn as either typical or untypical or a mixture of both. Expect reference to the text in support of the discussion.

marking: imp ex 15

Q.2 *What do you learn about the relationship between LaVaughn and her mother? Explain your answer with reference to the extract.*

Answers could refer to:

- The relationship exists: mother and daughter do talk to each other
- Both care for each other
- The relationship seems one sided –the mother is giving more than the daughter
- Etc.

Expect a developed discussion of the relationship supported by close reference to the text.

marking: imp ex 15

Q.3 *Do you like the way this extract is written? Explain your answer with reference to the extract.*

Answers can address any relevant aspect of how the extract is written, e.g.

- Style
- Tone
- Idiom
- Characterisation
- Text laid out like poem, special effects of layout
- Etc.

Answers can agree or disagree. Expect a developed discussion with specific reference to how the extract is written.

marking: imp ex 15

STUDIED FICTION

30 MARKS

Q.1(a) *Select a novel OR short story you have studied which deals with a loving relationship or an unloving relationship. Describe how this relationship develops.*

Expect a developed discussion of the chosen relationship in the named novel or short story.

marking: imp ex 15

Q.1(b) *Choose one of the characters in this relationship and imagine yourself in his/her situation. How do you see the other character in the relationship? Write your ideas based on evidence from the text.*

Expect a developed discussion, supported by reference to the text. Answers should focus on how one individual might perceive another in a specific relationship.

marking: imp ex 15

Q.2 *From a novel OR short story you have studied, choose some features of the writer's style which you found interesting. Explain your choices with reference to your chosen text.*

Expect reference to some features of style in the chosen novel or short story and a developed discussion of at least one of these features.

marking: imp ex 3

MARKING GRID

Total	360	180	70	40	30	20	15	10	5
A	306	153	60	34	26	17	13	9	5
B	252	126	49	28	21	14	11	7	4
C	198	99	39	22	17	11	9	6	3
D	144	72	28	16	12	8	6	4	2
E	90	45	18	10	8	5	4	3	1
F	36	18	7	4	3	2	2	1	1
N/G	0-35	0-17	0-6	0-3	0-2	0-1	0-1	0	0

Standard Breakdown

Writing:	Personal	Functional
Content	20	8
Structure	15	7
Expression	30	12
Mechanics	5	3

Modified Breakdown

NOTE

Reasonable Accommodations –Provision on Paper 1

Candidates presenting for examination with the aid of a scribe, a tape-recorder or a spell check disabled word processor and other candidates who have been granted an exemption in accordance with circular S70/00 will have all parts of their examination in English assessed except the elements of spelling and punctuation.

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

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 will apply expressly to section 2 (Personal Writing) and section 3 (Functional Writing) on Paper 1

Procedure

Mark the script as usual:

Section 2 (Personal Writing) and section 3 (Functional Writing) are marked as normal but out of a total of 65 instead of 70 and 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

Worked example 1

Candidate achieves 59 marks out of 65 for Personal Writing

The adjusted total will then be calculated as follows:

$$(59 \times 70) / 65 = 64 \text{ (rounded)}$$

The ring total mark for this section is 64 ex 70

Worked example 2

Candidate achieves 15 marks out of 27 for Functional Writing

$$\text{Thus } (15 \times 30) / 27 = 17 \text{ (rounded)}$$

The ring total mark for this section is 17 ex 30

Remember:

Having entered all marks on the front cover grid of Reasonable Accommodation scripts, add the following text:

“Modified Marking Scheme applied”