



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Certificate 2013**

**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.

1. *In the first three paragraphs Francine Prose tries to convince the reader that writing is an act that requires courage. Outline in your own words, two of the points she makes in support of this view.*

Answering could refer to points including that writing requires courage since writers:

- don't know the consequences of their writing
- may expose themselves to humiliation
- may reveal aspects of their own personality/weaknesses
- must overcome their fear of not writing well and losing reputation
- must risk how people, especially family, will perceive them
- must wrestle with the many scary phantoms of their craft
- Etc.

**Candidates should clearly identify two reasons from the passage, explaining why the writer believes that writing is an act that requires courage, and discuss them.**

**Marking: imp ex 10**

2. *Contrast Francine Prose's experience of reading 'People' magazine with her experience of reading Anton Chekhov's short stories.*

Candidates could refer to aspects of Prose's reading experience including:

- *People* magazine articles are short and superficial and don't distract her from her surroundings
- Prose uses *People* magazine as a prop/shield in the surroundings of the bus station
- Prose nonetheless settles on the bus and finishes *People* magazine
- she doesn't engage with the magazine in any depth
- awareness/lack of awareness of the world around her, depending on what she is reading
- emotional connection with Chekhov who is part of her ritual and reward
- compulsive/absorbing experience of Chekhov takes her to another place
- Chekhov distracts Prose (from realities of life) and comforts her
- Etc.

**Candidates should clearly distinguish between and explain, the writer's experience of reading *People* and her experience of reading Chekhov.**

**Marking: imp ex 15**

3. *What aspects of Francine Prose's personality, as revealed in this extract, do you think would be of assistance to her as a writer? Explain your answer with reference to the text.*

Candidates could refer to:

- her powers of observation... of details, people and places, e.g. the couple in the bus station
- she is open, honest and self-critical
- she is dramatic, imaginative
- she clearly has a love of reading (People magazine; Victorian melodrama; Chekhov)
- she engages emotionally with things (links Challenger disaster to difficulties in her own family life)
- she can see potential inspiration around her in ordinary life and intends to use that in later writing
- Etc.

**Candidates should identify aspects of Prose's personality as evident in the passage and explain why they feel these aspects would assist her as a writer.**

**Marking: imp ex 15**

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

**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, etc. Regard each title as an invitation to write rather than a narrow prescription.**

*Write a prose composition on any one of the following titles. Except where otherwise stated, you are free to write in any form you wish e.g. narrative, descriptive, dramatic, short story, etc.*

**1. *What books mean to me.***

Allow for a wide variety of styles and genres. Accept contemporary books, audio, e-books etc. Reward a personal/reflective response.

**2. *History repeating itself.***

Expect answering in a wide variety of styles and genres.

**3. *In Section 1 of this examination paper, Francine Prose mentions a man and a woman who work behind the counter in the bus station. Write four diary entries for either the man or the woman in which you reveal that he or she has a much more interesting life than Prose imagines.***

Expect answers to be in a diary format (four entries). Expect candidates to show an awareness of appropriate register. Allow for a broad interpretation of ‘interesting life’. Judge the diary style by the internal coherence of the answer presented.

**4. *Terrifying things people do every day.***

Expect answering in a wide variety of styles and genres. Allow for a broad interpretation of ‘terrifying things’.

**5. *Write a speech for OR against the motion: “Sport brings out the best in people”.***

Expect answers to show awareness of a rhetorical style appropriate to the register and delivery of a speech. Reward evidence of an awareness of audience.

6. *Write a story which includes the phrase, “He had the audience's undivided attention ...”*

Expect a story including the phrase, “He had the audience’s undivided attention.”

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

- *An interesting relationship*
- *A character facing a challenge*
- *An argument*
- *A problem solved.*

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.

**Marking: imp. 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>
<b>Total</b>	<b>70</b>

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

1. *You are helping to organise a talent show in your school to raise funds for a local charity. Write the text for a flyer, to be distributed to the students in your school, explaining how the event will be run and encouraging them to participate in the talent show. Your flyer should also explain why the charity that you have chosen is a good cause to support.*

Length, per se, should not be used as an indicator of quality of answering. Allow for candidates who write briefly in the style of a finished flyer. Candidates must address all the elements of the task. Allow for candidates who write at greater length as well. Candidates should write sufficient material for their work to be suitably rewarded.

**Expect candidates to write the text for a flyer having regard to the details outlined in the question as well as structure, language, tone, target audience, register and idiom.**

OR

2. *You have just had a bad experience in a local restaurant. You were not satisfied with the response of the restaurant's staff to your complaints at the time. Write a review on the restaurant's web page in which you outline your complaints and describe the response of the staff. You should also suggest ways for the restaurant to improve the service it provides to its customers.*

Allow for candidates who address their complaint to the management of the restaurant through the medium of the online review. Allow for candidates who address an online audience, including prospective customers. Candidates must address all the elements of the task. Judge reviews by their internal coherence. Reviews should demonstrate appropriate use of vocabulary, idiom, tone and register.

**Candidates should write a review appropriate to the restaurant's web page having regard to their unsatisfactory experience and the unsatisfactory response of staff. The review should also include suggestions for future improvement by the restaurant.**

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

**CSEM breakdown marks must be shown on the script**

**Marking Breakdown (CSEM)**

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

1. *Read carefully the newspaper report on Page 4 of Paper X which accompanies this paper.*

(a) *Do you think that this report is from a tabloid or a broadsheet newspaper? Give reasons for your answer supported by reference to the newspaper report.*

Expect candidates to identify the news story as being either broadsheet or tabloid and to argue their choice with specific reference to the supplied text.

Candidates could refer to:

- sensational language
- puns - headline
- light hearted subject matter
- alliterative sentences
- colloquial expressions
- informal language/slang
- a trivial story much sensationalised
- Etc.

**Marking: imp ex 10**

**Candidates are free to choose either tabloid or broadsheet however they should explain their choice, supporting their answer with reference to the supplied text. Award marks according to the quality of their explanation. Expect candidates to offer a number of points in support of their answer or a global answer well expressed.**

(b) *What do you think newspaper editors could do to encourage more young people to read newspapers regularly? Explain your answer.*

Expect candidates to offer suggestions for encouraging young readers to read newspapers more regularly. Reward suitable answering judged by internal coherence of the answer.

Candidates could refer to:

- more relevant content
- youthful contributors
- livelier style of language
- free offers and giveaways
- competitions
- online versions/phone apps
- more celebrity/sport
- Etc.

**Expect candidates to make a number of developed suggestions or a global answer well expressed.**

**Marking: imp ex 10**

- (c) *You are a newspaper journalist covering a real or imaginary dramatic incident. Write the front-page news report you would submit for publication in either a tabloid or a broadsheet newspaper. You must include a headline with the report.*

Expect candidates to write a newspaper report suitable to either the broadsheet or tabloid format. Length, per se, is not a necessary indicator of quality. Candidates should write sufficient material for their work to be suitably rewarded. Answers should include an appropriate headline.

**Expect candidates to present a newspaper report in an appropriate style. Writing should demonstrate a suitable structure, sense of audience, use of language, tone, register and idiom etc. Reward candidates who demonstrate an understanding of how news reports are written. Candidates should include a suitable headline. Allow for a broad interpretation of 'dramatic incident'.**

**Marking: imp ex 20**

OR

2. *Examine carefully the images on Page 2 and Page 3 of Paper X which accompanies this examination paper. The images show anti-littering campaigns run by two city councils. Limerick City Council used a traditional poster campaign, while Dublin City Council opted for a guerrilla advertising campaign. In guerrilla advertising, events are staged which surprise, shock or amuse people in order to draw attention to a product, campaign or issue.*

- (a) *In your view, who is the target audience in the case of each of the anti-littering campaigns shown? Explain your answer.*

Expect candidates to engage with the texts on Paper X and to interpret them in terms of the target audience. Answers should be clearly referenced to the texts implicitly or explicitly.

The Dublin City Council 'shoes on the street' campaign could appeal to:

- passing pedestrians
- young people who might be more likely to chew gum
- people who might be more likely to appreciate this kind of advertising
- people who are technologically literate
- random/anyone/shoppers on that street, at that time

- people who value a clean environment: gum is better stuck in the bin
- Etc.

The Limerick City Council ‘take away’ poster campaign could appeal to:

- students/young people
- people who are out late at night
- people who consume fast food
- older people who are careless with litter
- people with a sense of pride in their city: ‘Love Limerick’
- Etc.

**Expect candidates to identify target audience(s) for each campaign and to justify their choice. Answers should be supported by reference to some aspect/s of the campaigns shown.**

**Marking: imp ex 10**

***(b) Using your knowledge of advertising and media studies, outline one way Dublin City Council could continue its anti-littering campaign.***

Candidates could suggest:

- another (similar) guerrilla campaign inspired by this one
- an internet pop-up campaign
- a social media campaign
- a viral campaign
- a radio campaign
- a television advertisement featuring people’s reactions to the shoes
- newspaper articles or advertisements featuring reaction to the shoe campaign
- a poster/billboard campaign
- Etc.

**Candidates should identify one way Dublin City Council could continue its anti littering campaign. They should also outline why their chosen way would add to or enhance the preceding campaign.**

**Marking: imp ex 10**

***(c) In your view, what are the advantages and disadvantages of the two types of campaign illustrated on Page 2 and Page 3 of Paper X? Explain your answer. (20)***

Candidates should identify advantages and disadvantages for the two campaign types.

## **Poster Campaign**

Advantages. Posters can be:

- familiar
- long lasting
- appealing to an older audience
- inexpensive to produce
- visually appealing
- clear in meaning and intent and easy to understand
- Etc.

Disadvantages. Posters:

- may actually add to the litter in the area or be an eyesore
- can easily be ignored
- get torn down, vandalised or weather damaged
- may appeal more to older people
- may have a limited potential audience
- can be dull, not engaging.
- Etc.

## **Guerrilla Campaign**

Advantages. Guerrilla campaigns can:

- surprise, shock or amuse people
- be unusual enough to get attention (not easily ignored)
- be inexpensive
- reach a much larger audience through word of mouth and social media
- appeal to the youthful target market who chew gum
- be dramatic
- Etc.

Disadvantages. Guerrilla campaigns can:

- confuse people if the message is not clear
- be a one off event, the posters would have greater longevity
- require greater manpower/effort than a poster campaign
- rely too much on technology for success
- Etc.

**Candidates should identify advantages and disadvantages of poster and guerrilla campaigns. Expect answers in the form of a number of points or a global answer well expressed.**

**Marking: imp ex 20**

## QUESTION ONE

**A. Shakespearean Drama: (answer two of the three questions) 30 marks.**

**Each question is worth 15 marks.**

***1. Based on what you have read in this extract, do you like or dislike the character of Beatrice? Give reasons for your answer.***

Beatrice is likeable because she is:

- not intimidated by men
- intelligent and witty
- spirited and independent
- humorous

Beatrice is dislikeable because:

- the audience is influenced by Benedick's negative view
- she talks too much
- she is too self-centred
- she is manipulative
- Etc.

**Candidates can choose to like or dislike Beatrice's character, or a combination of both. Answers could refer to a number of Beatrice's traits evident in the extract:**

**Marking: imp.ex 15**

***2. What do you learn about the relationships between men and women in this extract? Support your answer with reference to the extract.***

**Candidates could explore a range of possibilities:**

- Shakespeare's play features an unequal society –with unequal relationships between men and women
- men appear more powerful and in control
- there is a courtly relationship between men and women
- there is light hearted banter between the genders
- there are apparent social restrictions especially on women
- marriage roles for men and women are defined
- Beatrice is a feisty and intelligent, capable woman, yet limited in what she can do
- Benedick's dislike of a woman who voices her opinion
- complicated relationships seen in Don Pedro wooing Hero on behalf of Claudio
- Etc.

**Candidates should identify and discuss a number of aspects of relationships between men and women as seen in the extract or present a well expressed global answer.**

**Marking: imp.ex 15**

*3. As Director of the play, you have decided to make this scene a particularly humorous and entertaining experience for the audience. Write instructions for any two of the actors explaining what you would like them to do while performing their parts in this scene, in order to achieve your aim. Support your answer with reference to the extract.*

Expect candidates to engage with the dramatic performance aspect of the scene. Interpret 'instructions' to include stage directions and other comments intended to dramatise the scene.

Instructions could include reference to:

- exaggerated gestures and movement
- tone of voice
- emphasis of key words/line delivery
- responses to the lines of others
- manner of entry and departure
- use of props humorously
- use of flamboyant costumes
- Etc.

**Candidates should write instructions for any two characters from this scene which will make the scene particularly humorous and entertaining for the audience.**

**Marking: imp.ex 15**

**B. Other Drama: (answer any 2 of the 3 questions) 30 marks.**

**Each question is worth 15 marks.**

***1. Describe the relationship between Rita and Frank as revealed in this extract. Support your answer with reference to the text.***

Candidates could refer to:

- the sense of conflict and tension between Rita and Frank
- their evolving relationship, though not only in a positive way
- the growing resentment between the two
- the distrust and suspicion on Frank's side
- the frustration on Rita's side
- mutually respectful?
- how each of the characters see the relationship in a different light now
- Etc.

**Expect candidates to explore a number of points/observations about the relationship between the two characters based on what they have read in the extract. Candidates should support their views by reference to the extract.**

**Marking: imp.ex 15**

***2. You have been invited to play the part of either Frank or Rita in a production of this play. Based on evidence from the passage, write a profile for your chosen character to help you understand your role. Support your answer with reference to the text.***

The character of Rita could be seen as:

- excited, enthusiastic
- discovering new things
- empowered by knowledge
- willing to change and learn
- strong, tough, independent
- unimpressed by the establishment – she is not in awe of Frank or the university
- Etc.

The character of Frank could be seen as:

- childish/resentful; he cannot accept that Rita is moving on
- suspicious/ distrustful
- jealous
- not happy with Rita's changes
- confused
- patriarchal as he wants to look after Rita
- Etc.

**Candidates must choose one of the two characters only. Allow for a liberal interpretation of 'profile'. Candidates may choose to answer in the first person. Expect candidates to explore a number of different aspects of their chosen character with reference to understanding the role. Answers should be supported by reference to the extract.**

**Marking: imp.ex 15**

*3. As Director of this play, you have decided to make this scene a particularly tense experience for the audience. Explain what you would do in order to create this tension on stage. Support your answer with reference to the text.*

Expect candidates to engage with the dramatic performance aspect of the scene. Interpret 'create this tension' to include stage directions and other comments intended to dramatise the tension of this scene.

Creation of tension could include reference to:

- the actors' body language/movements
- the actors' responses/reactions to each other
- tone of voice/timing of lines/use of pauses
- gestures/facial expressions
- use of props
- use of set furniture
- lighting and set design
- sound effects.
- Etc.

**Expect candidates to explore a number of different aspects of staging, stage-craft and performance and to explain how they would help to create the desired atmosphere of tension. Candidates should support their views with reference to the extract.**

**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.

1. *Choose a character from a play you have studied.*
  - (a) *What was your first impression of your chosen character? Support your answer with reference to the play.*

Answering should focus on first impressions of the chosen character and need not go into a comprehensive character study.

**Expect candidates to choose one character from the play that they have studied and to give an account of their first impression of that character supporting their answer by reference to the text.**

**Marking: imp.ex 10**

- (b) *To what extent does your impression of your chosen character change as the play progresses? Explain your answer with reference to your chosen play.*

**Expect candidates to discuss how their view of their chosen character changed or did not change as the play progressed and to explore the factors that influenced their view/changed view. Answers should be supported by reference to their chosen text.**

**Marking: imp.ex 20**

**OR**

2. *Choose a scene from a play you have studied that has a strong mood or atmosphere.*
  - (a) *Describe what takes place in your chosen scene and identify the mood or atmosphere created. Support your answer with reference to the play.*

**Candidates should clearly identify a scene from the play that they have studied which has a strong mood or atmosphere. Candidates should describe what takes place in this scene and clearly identify the mood or atmosphere created. Answers should be supported by reference to their studied text.**

**Marking: imp.ex 10**

*(a) Imagine you are directing your chosen scene on stage. Explain some of the decisions that you would make in order to create the mood or atmosphere successfully. Support your answer with reference to the play.*

**Expect candidates to discuss a variety of aspects of staging and performance. Their discussion should explain how their designated mood or atmosphere is created by the suggestions they make. Answers should be supported by reference to their studied text.**

**Marking: imp.ex 20**

Unseen Poetry: (answer all three of the questions asked) 30 marks.

Each question is worth 10 marks.

1. *What impression do you get of the parent who features in this poem? Support your answer with reference to the poem.*

Answers could identify the parent as being:

- anxious/protective
- intuitive
- loving/caring
- responsible
- self critical
- reflective/philosophical
- Etc.

**Candidates should offer a number of suggestions, or a global answer well expressed, regarding their impression of the parent featured in the poem. Answers should be supported by reference to the poem.**

**Marking: imp.ex 10**

2. *Do you think the title, To a Daughter Leaving Home, is a surprising one for this poem? Explain your answer with reference to the poem.*

Answers could agree that the title is surprising because:

- it's about learning to ride a bike
- the eight year old child is too young to be leaving home
- it is not directly apparent from the poem

Answers could disagree that the title is surprising because:

- the poem foreshadows the moment when the daughter will leave home
- the poem is a metaphor - recognising the journey towards independence
- the poet is talking about the various bench mark moments involved in growing up and gaining independence
- Etc.

**Candidates are free to agree or disagree that the title is surprising but must give reasons for their view. Answers should be supported by reference to the poem.**

**Marking: imp.ex 10**

3. *Do you like Linda Pastan's style of writing in this poem? Give reasons for your answer.*

Answers could 'like' Pastan's style as it includes:

- clever imagery
- the use of run on lines
- assonance 'o' sound
- simplicity of language
- metre/punctuation
- simplicity of structure
- an ending on the single word 'goodbye'
- Etc.

Answers could 'dislike' Pastan's style as it includes:

- a lack of poetic convention: obvious rhyme, metre and structure
- obscurity
- Etc.

**Candidates can like or dislike (or both) the poet's style but they must give clear reasons for their point of view, based on analysis of the poet's style/use of language in the poem.**

**Marking: imp.ex 10**

Studied Poetry: 30 marks.

**N.B.** In answering you may NOT use the poem 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. *You have been invited to contribute to a radio programme. The programme's topic is:*

*Why young people should read poetry.*

*Write the text of the talk you would give. Support your views with detailed reference to two of the poems that you have studied.*

Answers could include:

- the themes and ideas of the poems
- young people featuring in poems
- accessible/inaccessible language
- window into the past
- shared emotions
- any reasonable insight
- any thought provoking aspect of poetry
- Etc.

**Expect candidates to write the text of a talk to be given on radio about why young people should read poetry. Candidates should use two of the poems that they have studied in their answer. Candidates should be rewarded for use of register appropriate to the task.**

**Marking: imp.ex 30**

OR

2. *From the poetry you have studied, choose a poem that revealed something new to you about one of the following topics:*

*People or Relationships or The World Around Us*

- (i) *In the poem, what did you learn about your chosen topic that was new? Explain your answer with reference to the poem.*

**Expect candidates to select one poem and one topic. Basing their answer on their chosen poem, candidates should explain what they learned about their chosen topic that was new.**

**Marking: imp.ex 10**

- (ii) *How did the poet's use of language help to reveal something new to you about your chosen topic? You may wish to consider some of the following: imagery; tone or mood; the structure of the poem, or any other feature of language.*  
*Support your answer with reference to the poem.*

**Candidates should explore the ways in which the poet's use of language helped to reveal something new to them about their chosen topic in their studied poem. Expect a detailed discussion of language used by the poet. They may use some, all or none of the areas of language suggested in the question.**

**Marking: imp.ex 20**

**Unseen Fiction: (answer any 2 of the 3 questions) 30 marks.**

1. *How is Max's reaction to the film different from the reactions of the other members of the Carver family? Explain your answer with reference to the passage.*

Answering could refer to issues including that:

- Max is not initially too interested
- Max is then intrigued/fascinated when he realises what he is seeing
- Max has seen the actual statues while the family have seen them only in the film
- the film fails to live up to expectations of others
- Max's mother is unnerved/frightened by it
- Max wants to see more reels of the film
- Max's Sister, Irina, is bored
- Max's father, Maximilian is bewildered
- Etc.

**Candidates should explore the differences between Max's reaction to the film and the reactions of a number of other members of his family.**

**Marking: imp.ex 15**

2. *The Prince of Mist has been called, 'a gripping and well written novel'. Based on your reading of the above extract, do you agree with this view? Explain your answer with reference to the extract.*

Answering could refer to aspects of the writing such as the:

- use of tension.
- inclusion of menace/supernatural
- cinematic style
- use of imagery/darkness and light/the grotesque
- uncertain backdrop
- narrative style
- effective use of dialogue
- sense of foreboding – Max seems to have stumbled on a secret
- Etc.

**Candidates are free to agree or disagree with the view but they must give reasons for their answer, based on the passage. They can take 'gripping' and 'well written' as synonymous terms or not.**

**Marking: imp.ex 15**

3. *Based on your reading of the above passage, write a diary entry Max might have written, expressing his thoughts and feelings after this day's events.*

The diary entry could record Max as being:

- frightened, unnerved by the strange statues in reality and in film
- curious, to find out more
- determined, or not, to revisit garden
- at odds with other family members
- intrigued by the Fleishmann family
- Etc.

**Expect candidates to write a diary entry using an appropriate style and register.**

**Candidates should relate Max's thoughts and feelings to the day's events described in the passage.**

**Marking: imp.ex 15**

Studied Fiction: 30 Marks.

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 short story you have studied

(a) *In your view, is the world portrayed in the novel or short story that you have chosen, a fair world? Give reasons for your answer.*

**Candidates should explore whether or not the world portrayed in the novel or short story that they have studied, is a fair world. Answers should be supported by reference to the studied text.**

**Marking: imp.ex 15**

(b) *Using an important incident from the story, explain how the actions of any one character help to make the world more fair or less fair in your chosen text.  
Support your answer with reference to your chosen text.*

**Candidates should choose one important incident from the story they have studied and give an account of how one character's actions influenced the fairness of the world of the story. Allow for a liberal interpretation of 'important incident'.**

**Marking: imp.ex 15**

OR

2. *You wish to nominate a novel or short story that you have studied for an award. The rules state that both of the following comments must apply to the winning entry:*

*- The story stayed in my mind long after I had finished reading it.*

*- The story was skilfully written.*

*Using these two comments, write the letter you would submit to the judges in support of your chosen novel or short story. Support your answer with reference to your chosen story.*

**Candidates should nominate one novel or short story for the award. Their nomination should be on the basis of the two criteria outlined. Equal treatment of the two criteria is not necessary. Answers should be supported by reference to chosen text. Candidates should be rewarded for use of register appropriate to the task.**

**Marking: imp.ex 30**





