



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

**Leaving Certificate 2017**

**Marking Scheme**

**English**

**Ordinary Level**

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

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

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

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

### **Future Marking Schemes**

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

## CRITERIA FOR ASSESSMENT

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

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|---|---|
| • Clarity of Purpose <b>(P)</b>         | 30% of the marks available for the task |
| • Coherence of Delivery <b>(C)</b>      | 30% of the marks available for the task |
| • Efficiency of Language Use <b>(L)</b> | 30% of the marks available for the task |
| • Accuracy of Mechanics <b>(M)</b>      | 10% of the marks available for the task |

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

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

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

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

**Candidates' work is marked using the criteria for assessment.** The indicative material included in the marking scheme is provided to aid examiners and is intended to broadly indicate the type of responses candidates might offer. The indicative material is not exhaustive and all appropriate valid answers should be marked according to their merits, using the criteria for assessment.

The list of texts prescribed for assessment in 2017 is set out in the appropriate DES Circular 0007/2015

### Use of Codes

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

### Use the full range of marks available

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

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

**General**

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

## **PAPER 1**

### **SECTION I                      COMPREHENDING                      (100 marks)**

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

#### **TEXT I    DONAL RYAN'S SCHOOL DAYS**

##### **Question A – 50 marks**

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

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

Indicative material: A talented writer; he has a sense of humour; easy going; self-deprecating; hard-working; a family man; a loving husband; health conscious; kind, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) In your opinion, which of the following word or words best describe(s) Donal Ryan's experience in secondary school?**

**Relaxed    Studious    Enjoyable.**

**Explain your answer with reference to the text. (15)**

*Candidates should choose a word or words to describe Donal Ryan's experience in secondary school. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Donal Ryan offers readers lots of advice in the final two paragraphs above. Identify one piece of advice he offers and give reasons why you do or do not think that it is good advice. (10)

*Candidates should identify one piece of advice Donal Ryan offers to readers in the final two paragraphs of the text and give reasons why they do or do not think that it is good advice. Consideration should be given to the quality of all aspects of the response.*

*Indicative material: Come to terms with imperfection; tell the truth; keep it simple; be happy; be honest with yourself; be your own person, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Identify one piece of good advice you have received from a friend or family member and explain how you benefitted from receiving this advice. (10)

*Candidates should identify one piece of good advice they have received from a friend or family member and explain how they benefitted from receiving this advice. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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## Question B – 50 marks

Students can benefit from advice when choosing which subjects to study for their Leaving Certificate course. Your school Principal has asked you to give a talk to Third Year students who are about to choose their senior cycle subjects. In your talk you should explain to the students why it is important to make good decisions when choosing subjects for their Leaving Certificate course and suggest what you think they should consider when making these decisions.

*The material should be shaped as a talk, the tone and register may be either formal or informal but should be suitable for an audience of Third Year students. Candidates should deal with both aspects of the task, although not necessarily equally, clearly explaining why it is important to make good decisions when choosing subjects for the Leaving Certificate and suggesting what should be considered when making these decisions. Consideration should be given to the quality of all aspects of the response.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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## TEXT 2 NUJEEN'S SCHOOL DAYS

### Question A – 50 marks

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

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

*Indicative material:* strong personality; brave; not self-pitying; self-deprecating; ambitious; intelligent; family orientated; has a sense of humour; cheerful, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) In your opinion, which of the following word or words best describe(s) Nujeen's experience of education in Germany?

Difficult      Enjoyable      Disappointing.

Explain your answer with reference to the text. (15)

*Candidates should choose a word or words to describe Nujeen's experience of education in Germany. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Nujeen dreams of being an astronaut. Would you always encourage your friends to follow their ambitious dreams? Give reasons for your answer. (10)

*Candidates should give at least two reasons why they would or would not always encourage their friends to follow their ambitious dreams. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Identify one piece of good advice you have received from a friend or family member and explain how you benefitted from receiving this advice. (10)

*Candidates should identify one piece of good advice they have received from a friend or family member and explain how they benefitted from receiving this advice. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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## Question B – 50 marks

**Nujeen Mustafa, who features in TEXT 2 above, was not able to go to school in Syria because of the difficulties posed by her physical disability. Write an article for your school website or magazine in which you suggest what your school could do to make the school building more suitable and the school community more welcoming for students with physical disabilities.**

*The material should be shaped as an article suitable for publication in a school magazine or on a school website. The tone and register may be either formal or informal but should be suitable for the intended audience. Candidates should deal with all aspects of the task, although not necessarily equally, making at least one suggestion regarding how the school building could be made more suitable and the school community more welcoming for students with physical disabilities. Consideration should be given to the quality of all aspects of the response.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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## TEXT 3      SCHOOLDAYS IN THE PAST AND IN THE FUTURE

### Question A – 50 marks

- (i) Explain, in your own words, what you learn about the life of a Hedge School teacher from reading the text on Page 6. Support your answer with reference to the text. (15)

*Candidates should explain, in their own words, what they learn about the life of a Hedge School teacher from reading the text on Page 6. Consideration should be given to the quality of all aspects of the response.*

Indicative material: a difficult life; poorly paid (especially women); teachers risked prosecution during the time of the Penal Laws; bad working conditions; respected in their communities, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) In your opinion, which of the following word or words best describe(s) what it was like to be a Hedge School student?

Enjoyable      Difficult      Uncomfortable.

Explain your answer with reference to the text. (15)

*Candidates should choose a word or words to describe what it was like to be a Hedge School student. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Look at both of the images of robot teachers above. If robot teachers were introduced in Irish schools, do you think they should be made to look like the teacher in IMAGE 1 or the teacher in IMAGE 2? Give reasons for your answer. (10)

*Candidates should give at least two reasons why robot teachers, if introduced in Irish schools, should look like the teacher in Image 1 (i.e. a machine) or like the teacher in Image 2 (i.e. a person). Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you would or would not like to be taught by a robot teacher. (10)

*Candidates should clearly explain why they would or would not like to be taught by a robot teacher. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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## Question B – 50 marks

Imagine it is proposed that all of the teachers in schools in Ireland will be replaced by robots. Write a letter to the Editor of a national newspaper giving reasons why you do or do not support the proposed change to robot teachers.

*The material should be shaped as a letter suitable for publication in a national newspaper. The tone and register may be either formal or informal but should be suitable for the intended audience. The letter should include the usual rubrics. Candidates should give reasons why they would or would not support the proposal that all teachers in Ireland should be replaced by robots. Consideration should be given to the quality of all aspects of the response.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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## SECTION II COMPOSING (100 marks)

### General

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

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

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

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

1. In TEXT 1, Donal Ryan tells us that he laughed his way through secondary school.

**Write a short story which features a character who gets into trouble because of his or her sense of humour.**

*Candidates should write a short story which features a character who gets into trouble because of his or her sense of humour. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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2. The theme of TEXTS 1, 2 and 3 is School Days.

**Imagine that you have been selected as the Student of the Year in your school and have been asked to deliver a speech to the staff and students at a school assembly. The topic for your speech is “My School Days”. Write the speech, which may be serious or humorous or both, that you would deliver.**

*Candidates should write a speech on the topic of “My School Days”. Expect the writing to be shaped as a speech. The tone and register may be formal or informal but should be suitable for the intended audience of school staff and students. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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3. In TEXT 1, Donal Ryan tells us about the box in his parents’ attic that contains his early writing.

**Imagine you find a box of items from your childhood in your parents’ attic. Write a personal essay in which you identify what you find in the box and describe the feelings and memories these items evoke for you.**

*Candidates should write in a reflective manner about the items from their childhood that they find in a box in their parents’ attic, describing the feelings and memories these items evoke. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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4. In TEXT 3, we see two images of robots.

**Write a short story in which a family comes to regret adopting a robot.**

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

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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5. In TEXT 2, Nujeen Mustafa writes about how she would rather study than socialise.

**You have been asked to write an article for a magazine popular with young people. In your article you should give advice to Leaving Certificate students on how to develop their study skills, maintain a healthy lifestyle while preparing for exams, and balance study with the more social aspects of life.**

*Candidates should write an article giving advice to Leaving Certificate students on how to develop their study skills, maintain a healthy lifestyle while preparing for exams and balance study with the more social aspects of life. The tone and register may be formal or informal but should be suitable for the intended audience. There are three elements required in the response, although not necessarily requiring equal attention: (i) advice on developing study skills (ii) advice on maintaining a healthy lifestyle while preparing for exams and (iii) advice on balancing study with the more social aspects of life. Expect the writing to be shaped as an article. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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6. In TEXT 1, Donal Ryan writes about the importance of praise and encouragement in his development as a writer.

**Write a personal essay giving your views on the importance of praise and encouragement as we go through life.**

*Candidates should write a personal essay in which they write in a reflective manner, giving their views on the importance of praise and encouragement as we go through life. Expect that the personal essay will be from the perspective of the engaged 'I' – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches to framing their views. Allow for a broad interpretation of "praise and encouragement". Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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7. Images of robot school teachers can be seen in TEXT 3.

**Imagine you are a robot teacher. Write at least three diary entries in which you record your impressions of humans in general, write specifically about your work as a teacher and give your views on the behaviour of the students that you teach. Your diary entries may be humorous or serious or both.**

*Candidates should adopt the persona of a robot teacher and write at least three diary entries, recording their impressions of humans in general, about their work as a teacher and giving their views on the behaviour of the students they teach. The diary entries may be serious or humorous or both. Expect the writing to be shaped as a diary. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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## PAPER 2

### SECTION I

### SINGLE TEXT

**(60 Marks)**

#### **General.**

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

#### **N.B. RESPONDING TO DRAMATIC TEXTS**

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

Note: In answering on *Big Maggie* by John B. Keane, candidates may refer to either the 1969 or the 1988 versions of the play.

## A EMMA – Jane Austen

Answer **all** of the questions.

- 1. (a) Describe the relationship between Emma Woodhouse and Harriet Smith. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Very friendly; not a relationship of equals; Harriet admires and respects Emma; Emma condescends to Harriet; Emma is like an older sister to Harriet, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Emma Woodhouse. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** clever; independent minded; Emma means well; she is very supportive of her elderly father; wishes to be better, etc. **Do not admire:** selfish; frivolous/silly; manipulative; interfering; can be unpleasant and insulting, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the novel, *Emma*, which you find amusing or entertaining. Explain why you find this episode or incident amusing or entertaining. (10)**

*Candidates should identify one episode or incident in the novel that they find amusing or entertaining and explain why they find the episode or incident amusing or entertaining. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine you are a journalist, writing for a popular magazine. You have interviewed Emma Woodhouse. Write an article giving your impression of Emma and telling your readers about her lifestyle and how she spends her time. Your article should demonstrate your knowledge of the novel, *Emma*.**

Candidates should write an article, suitable for publication in a popular magazine, in which they give their impression of Emma Woodhouse and write about her lifestyle and how she spends her time. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.

Indicative material: **Impression:** witty; charming; never learnt to follow anyone's guidance; lives with her father in Hartfield; would-be matchmaker, etc.

**Lifestyle/spends time:** Indulgent, typical of a wealthy young woman of the time e.g. manages the town's social calendar; Christmas Eve at the Westons; dinner at the Coles; the ball at the Crown Inn; strawberry picking at Donwell Abbey, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(ii) In your opinion, which of the following observations is more accurate?

- The female characters in the novel are more fascinating than the male characters.
- The male characters in the novel are more fascinating than the female characters.

Explain your answer with reference to at least one male character and one female character in the novel, *Emma*.

Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(iii) "Despite being published in 1815, Jane Austen's novel, *Emma*, is both interesting and relevant to readers today." To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the novel.

Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.

Indicative material: Confined nature of a woman's existence; debate about motherhood and work; importance of social status; role of wealth; family background, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## B CIRCLE OF FRIENDS – Maeve Binchy

Answer **all** of the questions.

- 1. (a) Describe the relationship between Nan Mahon and her mother. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: A good relationship; Nan is close to her mother and gets on with her; Nan is more like her mother than her father or brothers; Nan's mother is ambitious for her, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Nan Mahon. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** she is ambitious; she strives to improve her life, etc. **Do not admire:** she is selfish and manipulative; she is ruthless and dishonest; she is prepared to ruin Jack and Benny's lives to save herself, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the novel, *Circle of Friends*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the novel that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine you are a journalist, writing for a popular magazine. You have interviewed Benny Hogan after she moves to Dublin. Write an article giving your impression of Benny and telling your readers how she feels about her new life in Dublin. Your article should demonstrate your knowledge of the novel, *Circle of Friends*.

*Candidates should write an article, suitable for publication in a popular magazine, in which they give their impression of Benny Hogan and write about how she feels about her new life in Dublin. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: **Impression:** Intuitive; deeply moral; holds friends in high regard; kind, etc. **New life in Dublin:** hopeful and optimistic about the future, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the novel are more fascinating than the male characters.
- The male characters in the novel are more fascinating than the female characters.

Support your answer with reference to at least one male character and one female character in the novel, *Circle of Friends*.

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) “Despite being set in the 1950s, Maeve Binchy’s novel, *Circle of Friends*, is both interesting and relevant to readers today.” To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the novel.

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Universal themes; influence of the church; the rights of women; lack of opportunity to mix with members of the opposite sex; racial and cultural stereotypes; patriarchal society, etc.

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

Answer **all** of the questions.

1. (a) Describe the relationship between Daisy Buchanan and Nick Carraway. Support your answer with reference to the text. (10)

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: They are cousins and friends; Nick spends time with Daisy at her East Egg mansion; he helps Daisy conduct an affair with Jay Gatsby; an uneasy relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Explain why you do or do not admire Daisy Buchanan. Support your answer with reference to the text. (10)

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** she is beautiful and entertaining; confident; carefree attitude; etc. **Do not admire:** she is selfish and manipulative; she cheats on her husband; she does not take responsibility for killing Myrtle, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Identify one episode or incident in the novel, *The Great Gatsby*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)

*Candidates should identify one episode or incident in the novel that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine you are a journalist, writing for a popular magazine. You have interviewed Jay Gatsby soon after he has moved to West Egg. Write an article giving your impression of Gatsby and telling your readers about his lifestyle and how he spends his money. Your article should demonstrate your knowledge of the novel, *The Great Gatsby*.

*Candidates should write an article, suitable for publication in a popular magazine, in which they give their impression of Jay Gatsby and write about his lifestyle and how he spends his money. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: **Impression:** mysterious; aloof; good host, etc. **Lifestyle/money:** lavish; extravagant; generous; luxury items; hosting weekend-long parties, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the novel are more fascinating than the male characters.
- The male characters in the novel are more fascinating than the female characters.

Support your answer with reference to at least one male character and one female character in the novel, *The Great Gatsby*.

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) “Despite being published in the 1920s, F. Scott Fitzgerald’s novel, *The Great Gatsby*, is both interesting and relevant to readers today.” To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the novel.

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Timeless themes such as wealth, class, love and identity; makes the reader question who we truly are; features excessive socialising; lives of women, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## D A DOLL'S HOUSE – Henrik Ibsen

Answer **all** of the questions.

- 1. (a) Describe the relationship between Nora Helmer and Christine Linde. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: They are old school friends; Nora seeks to help Christine asking Torvald to give her a job at his bank; Nora is insensitive to the childless Christine; Christine patronises Nora; they grow closer as the play progresses, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Nora Helmer. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** she is brave and unselfish; she does what she must to save her family from financial ruin; she is loyal to her friends; independent minded; strong willed; modern in her views, etc. **Do not admire:** dishonest and manipulative; she lies to her husband; she should not have left her family, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident from the play, *A Doll's House*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the play that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine your class has decided to stage a production of Ibsen's play, *A Doll's House*, and you are the set designer. Describe, in words, the set you would create for the Helmers' living room. Your set design should demonstrate your knowledge of the play, *A Doll's House*.

*Candidates should describe, in words, the set they would create of the Helmers' living room for a stage production of "A Doll's House". Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: A respectable middle class room; set around the late 1800's; comfortably furnished but not extravagant; drawing room to receive guests and to serve as a family room where children play; doors to separate characters literally and symbolically, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the play are more fascinating than the male characters.
- The male characters in the play are more fascinating than the female characters.

Support your answer with reference to at least one male character and one female character in the play, *A Doll's House*.

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) "Despite being first performed in 1879, Henrik Ibsen's play, *A Doll's House*, is both interesting and relevant to readers and theatre audiences today." To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the play.

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Timeless themes such as marriage, partnership and honesty; the idea of self-exploration; set in the late 1800's so some behaviour is anachronistic; men still pressurised to see themselves as bread winners; appearances are still important, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## E BIG MAGGIE – John B. Keane

Answer **all** of the questions.

- 1. (a) Describe the relationship between Maggie Polpin and her daughter, Katie. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Lots of conflict in the relationship; Walter preferred Katie to Maggie which leads to jealousy; Maggie enjoys humiliating Katie by making her work in the kitchen and threatening to take her car; there is physical and emotional torture in the interrogation scene; Maggie is disappointed at how easily she subjugated Katie; Maggie may love Katie and only marries her off because she fears she is pregnant; when Katie gets married she is independent of Maggie, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Maggie Polpin. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** she is a strong, independent woman in a patriarchal society; she speaks out about hypocrisy while in the graveyard; she challenges the Catholic Church at the end of the play (1988 version); she claims she only wanted to show her children the ways of the world and toughen them up; she humiliates the philanderer, Teddy Heelin, etc. **Do not admire:** she is selfish and wants the shop and farm for herself; she drives all of her children away; she physically and emotionally abuses Gert and Katie; she humiliates Byrne; she has no compassion for Mary Madden's dilemma, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the play, *Big Maggie*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the play that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine your class has decided to stage a production of John B. Keane's play, *Big Maggie*, and you are the set designer. Describe, in words, the set you would create for the inside of Maggie Polpin's shop. Your set design should demonstrate your knowledge of the play, *Big Maggie*.

*Candidates should describe, in words, the set they would create for the inside of Maggie Polpin's shop. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: It should be a small shop rather than a large supermarket; extremely tidy; money drawer/box not a cash register; farm and domestic produce side by side; old fashioned wooden shelving; a shotgun visible under the counter, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the play are more fascinating than the male characters.
- The male characters in the play are more fascinating than the female characters.

**Support your answer with reference to at least one male character and one female character in the play, *Big Maggie*.**

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) "Despite being first performed in 1969, John B. Keane's play, *Big Maggie*, is both interesting and relevant to readers and theatre audiences today."

**To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the play.**

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: The importance of land and ownership; conflict within families; emigration; fear of pregnancy outside of marriage; the role of religion in Irish life; small shops are less common now in Irish towns; patriarchal society; role of women; references to dowries seem dated; commercial travellers; etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## F DEATH AND NIGHTINGALES – Eugene McCabe

Answer **all** of the questions.

- 1. (a) Describe the relationship between Beth Winters and Mercy Boyle. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Friends although socially unequal; Beth seeks refuge in with Mercy when Billy Winters behaves inappropriately; Beth tries to teach Mercy to read better; Mercy tells Beth news of men, dances and local gossip; Beth is kind to Mercy, giving her lemonade and shows her respect in all their dealings, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Beth Winters. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** independent; determined; headstrong; resilient: living in a home where she is abused but plans a better life for herself and her baby; resourceful: in an impossible situation at the end of the novel but finds a way out; strong woman: implements a plan to kill Liam Ward and succeeds, etc. **Do not admire:** kills Liam Ward coldly and callously; deceives Billy Winters and intends to steal his gold, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the novel, *Death and Nightingales*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the novel that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine you are a journalist, writing for a popular magazine. You have interviewed Billy Winters. Write an article giving your impression of Billy and telling your readers about the community and countryside in which he lives. Your article should demonstrate your knowledge of the novel, *Death and Nightingales*.

*Candidates should write an article, suitable for publication in a popular magazine, in which they give their impression of Billy Winters and write about the community and countryside in which he lives. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: **Impression:** charming perhaps; country squire type character; widower; attentive; a gentleman; owner of the quarry; supplier of marble to the Catholic Bishop, etc.  
**Community/countryside:** divided along religious lines; political divide; visit of Parnell; Percy French performance; Enniskillen; views of Lough Erne; bog land; substantial orchard, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the novel are more fascinating than the male characters.
- The male characters in the novel are more fascinating than the female characters.

Support your answer with reference to at least one male character and one female character in the novel, *Death and Nightingales*.

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) “Despite being set in the 1880s, Eugene McCabe’s novel, *Death and Nightingales*, is both interesting and relevant today.” To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the novel.

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Historical context; accurate depiction of life at the time; engaging use of colloquial language; alcoholism; political tension; religious division; romantic/love interest; interesting moral dilemmas, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## G THE PLOUGH AND THE STARS – Sean O’Casey

Answer **all** of the questions.

- 1. (a) Describe the relationship between Nora Clitheroe and Bessie Burgess. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Initially fractious; based on dislike, fear, distrust; Nora fears Bessie will attack her; Bessie’s disgust at Nora having a lock put on her door; Nora complaining about Bessie’s singing her hymns and drinking; relationship changes to kindness, sympathy and understanding; Bessie rescues Nora from the street after she has been abandoned by Jack for the second time; Bessie goes out into the fighting to get Nora a doctor; Bessie stays up for three days and nights looking after Nora; Bessie is shot protecting Nora, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Nora Clitheroe. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** wants to rise above her social status; resourceful – makes the most of her tenement rooms; her love for Jack; tries to keep the peace between The Covey and Uncle Peter; wants to get out of the tenements; goes to the barricades to look for Jack, etc. **Do not admire:** puts a lock on her door effectively locking her neighbours out; fails to understand how important the ICA is to Jack; burns Jack’s promotion letter; is over possessive of Jack; inadvertently causes Bessie’s death, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the play, *The Plough and the Stars*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the play that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine your class has decided to stage a production of O’Casey’s play, *The Plough and the Stars*, and you are the set designer. Describe, in words, the set you would create for inside the Clitheroes’ home. Your set design should demonstrate your knowledge of the play, *The Plough and the Stars*.

*Candidates should describe, in words, the set they would create for the inside of the Clitheroes’ home. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: Two tenement rooms; fireplace painted to look like marble; new lock on the door; picture of the “Sleeping Venus” on the wall; vase of flowers; sparsely furnished but of good quality; dining table (with table cloth) in second room; fire lighting in grate; timber floors with rug, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the play are more fascinating than the male characters.
- The male characters in the play are more fascinating than the female characters.

**Support your answer with reference to at least one male character and one female character in the play, *The Plough and the Stars*.**

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) “Despite being set in 1916, O’Casey’s play, *The Plough and the Stars*, is both interesting and relevant to readers and theatre audiences today.”  
**To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the play.**

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Cost of war on ordinary peoples’ lives; poverty; parents with children fighting in wars; single parent families; looting; incurable diseases; housing crisis – extended families living together; relationships – romantic and familial; people going to desperate measures to earn a living; difficulties in relationships; religious discrimination; political upheavals, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## H THE SPINNING HEART – Donal Ryan

Answer **all** of the questions.

- 1. (a) Describe the relationship between Bobby Mahon and his father, Frank. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Very poor relationship; Frank verbally abused the young Bobby and his mother; Bobby wishes Frank was dead; thinks Frank stays alive to spite him; Frank thinks he is preparing Bobby for a tough world; attends County Final reception; Frank shows only contempt in public, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Bobby Mahon. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response*

Indicative material: **Admire:** loves his mother; selfless; able to run Pokey Burke's business; helps Pokey's former employees; helps Réaltín and Lily; great athletic ability; good husband and father; humble, etc. **Do not admire:** hates his father and wishes him dead; has no sense of his own worth; keeps personal matters bottled up; never really confronts his father, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the novel, *The Spinning Heart*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the novel that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine you are a journalist, writing for a popular magazine. You have interviewed Réaltín. Write an article giving your impression of Réaltín and telling your readers about the difficulties she has experienced in life. Your article should demonstrate your knowledge of the novel, *The Spinning Heart*.

*Candidates should write an article, suitable for publication in a popular magazine, in which they give their impression of Réaltín and write about the difficulties she has experienced in life. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: **Impression:** gullible; loving mother; warm hearted, etc. **Difficulties:** single mother; lives in a ghost estate; very little money; makes poor choices about men; child kidnapped, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the novel are more fascinating than the male characters.
- The male characters in the novel are more fascinating than the female characters.

**Support your answer with reference to at least one male character and one female character in the novel, *The Spinning Heart*.**

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) “Due to its setting in modern Ireland, Donal Ryan’s novel, *The Spinning Heart*, is particularly interesting and relevant to readers today.”

**Do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the novel.**

*Candidates may agree or disagree, wholly or in part, with the above statement.*

*Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Ghost estates; people in negative equity; dishonest professionals; drink culture; single parents; gossip in small towns; parental cruelty; unemployment; murder and suicide, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## I HAMLET – William Shakespeare

Answer **all** of the questions.

- 1. (a) Describe the relationship between Claudius and Hamlet. Support your answer with reference to the text. (10)**

*Candidates should describe the relationship between the two characters. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Claudius is Hamlet's uncle, Claudius is Hamlet's step father following his marriage to Gertrude; power struggle between them; Claudius initially tries to appease Hamlet; dominated by conflict; Claudius spies on Hamlet; Hamlet resents Claudius; Hamlet triumphs in the end, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Explain why you do or do not admire Claudius. Support your answer with reference to the text. (10)**

*Candidates should explain why they do or do not admire the character. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: **Admire:** single-minded; diplomatic – skilled politician; calm and level-headed; acts decisively; efficient; capable, etc. **Do not admire:** unscrupulous; false and manipulative; selfish and cold; murderer; usurper; hypocrite; shrewd and ruthless; self-absorbed; sly and two-faced; deceptive and scheming, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify one episode or incident in the play, *Hamlet*, which you find shocking or surprising. Explain why you find this episode or incident shocking or surprising. (10)**

*Candidates should identify one episode or incident in the play that they found shocking or surprising and explain why they found the episode or incident shocking or surprising. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

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

- (i) Imagine your class has decided to stage a production of Shakespeare's play, *Hamlet*, and you are the set designer. Describe, in words, the set you would create for the scene when Hamlet confronts Gertrude in her room. Your set design should demonstrate your knowledge of the play, *Hamlet*.

*Candidates should describe, in words, the set they would create for Gertrude's room. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: luxuriously decorated, suitable for a queen; plush rugs; an arras (wall hanging/tapestry) on the wall; a four poster bed draped in luxurious materials; royal crest on the wall; dressing table and stool; a gilt framed mirror, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) In your opinion, which of the following observations is more accurate?

- The female characters in the play are more fascinating than the male characters.
- The male characters in the play are more fascinating than the female characters.

Explain your answer with reference to at least one male character and one female character in the play, *Hamlet*.

*Candidates should identify which one of the observations above is, in their opinion, more accurate and explain their answer with reference to at least one male and one female character from the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) "Despite being written over four hundred years ago, Shakespeare's play, *Hamlet*, is both interesting and relevant to readers and theatre audiences today." To what extent do you agree or disagree with this statement? Your answer should demonstrate your knowledge of the play.

*Candidates may agree or disagree, wholly or in part, with the above statement. Consideration should be given to the knowledge of the text evident in the answer, the apt choice of reference and examples and the overall quality of all aspects of the response.*

Indicative material: Full of tension; murder and betrayal; supernatural element; characters wanting revenge; dramatic; conflict; rich variety of characters; good versus evil; dramatic ending; family relationships; humour; difficulties in language and comprehension; complex plot, etc.

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

### General

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

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

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

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

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

### Important Note

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

- (i) re-use the Single Text already answered on
- (ii) use a text not included on the prescribed list of texts for the year in which the examination takes place
- (iii) use more than one film.

In this section:

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

**N.B.** The questions use the word **text** to refer to all the different kinds of texts available for study on this course, i.e. novel, play, short story, autobiography, biography, travel writing, and film. The questions use the word **reader** to refer to viewers of films and theatre audiences.

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

Note: In answering on *Big Maggie* by John B. Keane, candidates may refer to either the 1969 or the 1988 versions of the play.

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

### **A HERO, HEROINE OR VILLAIN**

1. (a) (i) Name one of the three texts that you studied on your comparative course and identify a hero, heroine or villain in it. Describe a key moment which reveals an important aspect of this character and explain what you learn about your chosen character from this moment. (15)

*Candidates should name one comparative text, identify a hero, heroine or villain in it, describe a key moment that reveals an important aspect of this character and explain what they learned about their chosen character from this moment. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name another text that you studied on your comparative course and identify a hero, heroine or villain in it. Describe a key moment from this text which reveals an important aspect of this character and explain what you learn about your chosen character from this moment. (15)

*Candidates should name another comparative text, identify a hero, heroine or villain in it, describe a key moment that reveals an important aspect of this character and explain what they learned about their chosen character from this moment. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Readers can either like or dislike the characters they encounter in texts. Identify one character (hero, heroine or villain) from each of at least two texts on your comparative course. Compare the extent to which you like or dislike these characters. Support your answer by reference to the texts. (40)

*Candidates should identify one character (hero, heroine or villain) from each of at least two comparative texts and compare the extent to which they like or dislike these characters. Answers should be supported by reference to the texts.*

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

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

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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OR

2. We can learn about heroes, heroines and villains by considering how successful they are at making decisions and taking action when necessary.
- (a) (i) Identify a hero, heroine or villain from one of the three comparative texts you have studied. Write about how successful this character is at making decisions and taking action when necessary. Support your answer by reference to the text. (15)

*Candidates should identify a hero, heroine or villain from one comparative text and write about how successful this character is at making decisions and taking action when necessary. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Identify a hero, heroine or villain from another of the three comparative texts you have studied. Write about how successful this character is at making decisions and taking action when necessary. Support your answer by reference to the text. (15)

*Candidates should identify a hero, heroine or villain from another comparative text and write about how successful this character is at making decisions and taking action when necessary. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Readers can either like or dislike the characters they encounter in texts. Identify one character (hero, heroine or villain) from each of at least two texts on your comparative course. Compare the extent to which you like or dislike these characters. Support your answer by reference to the texts. (40)

*Candidates should identify one character (hero, heroine or villain) from each of at least two comparative texts and compare the extent to which they like or dislike these characters. Answers should be supported by reference to the texts.*

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

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

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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## B THEME

1. (a) (i) Name one of the three texts that you studied on your comparative course and identify a theme in it. Describe a key moment that tells you something important about this theme and explain what you learn about your chosen theme from this key moment. (15)

*Candidates should name one comparative text, identify a theme in it, describe a key moment that tells them something important about the theme and explain what they learned about their chosen theme from the key moment. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name another text that you studied on your comparative course. Describe a key moment from this text that tells you something important about the same theme that you wrote about in part (i) of this question. Explain what you learn about your chosen theme from this key moment. (15)

*Candidates should name another comparative text, describe a key moment that tells them something important about the same theme discussed in 1(a) (i) and explain what they learned about their chosen theme from the key moment. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Some texts can contribute more than others to our understanding of a theme. Compare the extent to which at least two texts on your comparative course contributed to your understanding of the theme you discussed in 1. (a) above. Support your answer by reference to your chosen texts. (40)

*Candidates should compare the extent to which at least two comparative texts contributed to their understanding of the theme discussed in part (a) of the question.*

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

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

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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OR

2. (a) Readers can find some aspects of a theme either disturbing or reassuring.

- (i) Identify a theme that you have studied and write about an aspect of this theme that you find either disturbing or reassuring in one text on your comparative course. Support your answer by reference to the text. (15)

*Candidates should identify a theme and write about an aspect of the theme they find either disturbing or reassuring in one comparative text. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) With reference to the same theme that you wrote about in part (i) of this question, write about an aspect of this theme that you find either disturbing or reassuring in another text on your comparative course. You may refer to the same or a different aspect of the theme as you discussed in part (i). Support your answer by reference to the text. (15)

*Candidates should write about an aspect of their chosen theme (i.e. the theme referred to in part (i)) that they find either disturbing or reassuring in another comparative text. The aspect of the theme may be the same or different to the aspect referred to in part (i). Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Some texts can contribute more than others to our understanding of a theme. Compare the extent to which at least two texts on your comparative course contributed to your understanding of the theme you discussed in 2. (a) above. Support your answer by reference to your chosen texts. (40)

*Candidates should compare the extent to which at least two comparative texts contributed to their understanding of the theme discussed in part (a) of the question.*

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

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

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

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

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

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

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

**UNSEEN POEM (20 marks)**

- 1. Based on your reading of the above poem, outline the impact the poet claims mobile phones have on our lives today. Support your answer with reference to the poem. (10)**

*Candidates should identify the impact the poet claims mobile phones have on our lives today. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response.*

*Indicative material: Being oblivious to the things around us; a decline in interests like architecture, history and art; books and their ideas being ignored; conversations and emotions going unspoken; social interaction is becoming almost non-existent, etc.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- 2. Do you like or dislike the above poem? Explain your answer with reference to the poem. (10)**

*Candidates should explain why they like or dislike the poem, candidates may like some aspects of the poem while disliking others. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

*Indicative material: **Like:** use of humour; end-line rhyme; repetition; alliteration; assonance; rhythm; contemporary topic that is easy to relate to, etc. **Dislike:** the preaching tone of the piece; clichéd arguments that have been made before; too much repetition; the assumption of the collective nature of mobile phone use, etc.*

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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## PRESCRIBED POETRY (50 marks)

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

### A THE ARRIVAL OF THE BEE BOX

- 1. (a) Identify an image that you like in the above poem and explain why you like it. (10)**

*Candidates should identify an image they like and explain why they like it. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The picture created; the language used; descriptive detail; the impact it had on them and their understanding/enjoyment of the poem, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Describe a feeling or emotion expressed by the poet in this poem. Support your answer with reference to the poem. (10)**

*Candidates should describe a feeling or emotion expressed by the poet in the poem. Answers should be supported by implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Fear: Plath is afraid of the dark, sealed box, bees may attack her, refers to the box as a coffin, dangerous. Intrigue: she is captivated by the box, tries to see in, sense of hearing, wondering if they are hungry. Power: Plath can control the bees, feed them or not, release them or not, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) Explain what you think the poet means when she says, “I am not a Caesar”. (10)**

*Candidates should explain what they think the poet means in the quotation above. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Reference to the Roman mob in stanza four; Caesar as leader had control and now she has control over the fate of the bees; she does not want the role of imperial leader/dictator, etc.

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

- (i) **Explain what you think the bees symbolise for Sylvia Plath in the above poem. Support your answer with reference to the poem.**

*Candidates should explain what they think the bees symbolise for the poet. Expect implicit or explicit references to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Symbols of power and control and abuse/misuse of these; symbols of her childhood, bee-keeping father and happier times; symbols of danger invading her life, etc.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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**OR**

- (ii) **Does the language and imagery used by the poet add to your enjoyment of the above poem? Support your answer with reference to the language and imagery used in the poem.**

*Candidates should discuss whether the language and imagery used by the poet adds to their enjoyment of the poem. Reward evidence of engagement with and reference to the language and imagery of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Simple language; conversational tone; interesting and original images very vivid for the reader; easy to understand and relate to; images are unusual, not necessarily contemporary or relatable to students; language is difficult in places e.g. “laburnum”, “colonnades”, etc.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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**OR**

- (iii) **Imagine that you are Sylvia Plath. Write a letter to a friend in which you describe the arrival of the bee box and explain the impact it had on you. Your letter should demonstrate your knowledge of the poem.**

*Candidates should adopt the persona of the poet and write a letter, with or without the usual rubrics, in which they describe the arrival of the bee box and explain the impact it had on them. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Plath might refer to the physical description of the box, its shape and size; the noises that are coming from it; how she feels as she has the box in her home, afraid, nervous yet in control; she may ponder what she has to do, will she release the bees? Conclusion may refer to the release of the bees, etc.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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## B ANSEO

- 1. (a) Identify an image in the above poem that made an impact on you, and explain why it made an impact on you. (10)**

*Candidates should identify an image that made an impact on them and explain why it made an impact. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The picture created; the language used; descriptive detail; the impact it had on them and their understanding/enjoyment of the poem, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Describe a feeling or emotion that you feel in response to this poem. Support your answer with reference to the poem. (10)**

*Candidates should describe a feeling or emotion that they feel in response to the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Sad or disturbed about the treatment of Ward in primary school; anger at the teacher for the ill treatment of his student, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) Explain what you think the Master means when he says, 'And where's our little Ward-of-court?' (10)**

*Candidates should explain what they think the Master means in the quotation above. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Someone under the protection of the court; pun on surname; in constant trouble; the belittling nature of the comment, etc.

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

- (i) Explain what the poet says about discipline and the effects of discipline in the above poem. Support your answer with reference to the poem.**

*Candidates should explain what the poet says about discipline and the effects of discipline in the poem. Answers should be supported by implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Violence breeds violence; punishment seen as part of discipline; education system based on discipline and violence; authority and obedience linked to discipline; Ward in control when he fashions his own rod for his punishment, etc.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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OR

- (ii) Does the language and imagery used by the poet add to your enjoyment of the above poem? Support your answer with reference to the language and imagery used in the poem.

*Candidates should discuss whether the language and imagery used by the poet adds to their enjoyment of the poem. Reward evidence of engagement with and reference to the language and imagery of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Matter-of-fact language; relaxed, neutral way of telling the story; everyday descriptions; use of irony; descriptions come without judgement or emotion; accessible language; vivid images used throughout, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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OR

- (iii) Imagine that you are the Master in the above poem. Write the letter you would send to your former student, Joe Ward, in which you respond to reports that he is now “fighting for Ireland”. Your letter should demonstrate your knowledge of the poem.

*Candidates should adopt the persona of the Master in the poem and write a letter to Joe Ward in which they respond to reports that he is now “fighting for Ireland”. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: An apology for his former treatment of Joe Ward; reminiscing about the days in primary school; how the Master fashioned him into the commandant he is today, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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## C SPRING

- 1. (a) Identify an image from the above poem that you like and explain why you like it. (10)**

*Candidates should identify an image they like from the above poem and explain why they like it. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The picture created; the language used; descriptive detail; the impact it had on them and their understanding/enjoyment of the poem, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Describe a feeling or emotion expressed by the poet in this poem. Support your answer with reference to the poem. (10)**

*Candidates should describe a feeling or emotion expressed by the poet in the poem. Answers should be supported by implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Joy and celebration of nature and spring in the octave and how it brings to mind for him images of Eden and paradise; in the sestet his desires and hope for the preservation of childhood innocence and purity, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (c) Explain what you think the poet means when he says, "What is all this juice and all this joy?" (10)**

*Candidates should explain what they think the poet means in the quotation above. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Spring is like the Garden of Eden at the beginning of the world; it is a place full of innocence, of growth, of abundance; it is filled with the innocence of children; but what does it serve when it will eventually go or be corrupted? Etc.

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

- (i) Explain what you learn about Hopkins' relationship with nature from the above poem. Support your answer with reference to the poem.**

*Candidates should explain what they learn about Hopkins' relationship with nature from the poem "Spring". Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The poet's extremely sensitive and responsive relationship to the natural world; he sees nature as a reflection of God's love for mankind; he sees nature as a gift that needs to be nurtured and appreciated, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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OR

- (ii) Does the language and imagery used by the poet add to your enjoyment of the above poem? Support your answer with reference to the language and imagery used in the poem.

*Candidates should discuss whether the language and imagery used by the poet adds to their enjoyment of the poem. Reward evidence of engagement with and reference to the language and imagery of the poem. Consideration should be given to all aspects of the quality of the response.*

Indicative material: alliteration; assonance; onomatopoeia; euphony; imagery; similes; metaphors, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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OR

- (iii) Imagine that you are the poet, Gerard Manley Hopkins. Write a letter to a friend in which you express your thoughts and feelings about spring and what it means to you spiritually. Your letter should demonstrate your knowledge of the poem.

*Candidates should adopt the persona of the poet and write a letter, with or without the usual rubrics, in which they express their thoughts and feelings about spring and what it means to them spiritually. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: There is beauty in everything; heaven can be seen in thrushes' eggs; he is cleansed by the sights and sounds of spring; he wishes God could keep children in a perpetual state of innocence like spring, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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## D SELF-PORTRAIT IN THE DARK (WITH CIGARETTE)

### 1. (a) Identify an image from the above poem that you like and explain why you like it. (10)

*Candidates should identify an image they like from the above poem and explain why they like it. Consideration should be given to the quality of all aspects of the response.*

Indicative material: the picture created; the language used; descriptive detail; the impact it had on them and their understanding/enjoyment of the poem, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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### (b) Describe a feeling or emotion you feel in response to this poem. Support your answer with reference to the poem. (10)

*Candidates should describe a feeling or emotion that they feel in response to the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: sympathy for the poet, empathy with the poet, amused at some of her responses, observations, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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### (c) Explain what you think the poet means when she says, "This is the realm insomniac". (10)

*Candidates should explain what they think the poet means in the quotation above. Consideration should be given to the quality of all aspects of the response.*

Indicative material: It is an unhappy and lonely kingdom; it may refer to the time of night when very few people are up; it may refer to broken hearted people who cannot sleep, etc.

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

#### (i) Explain what you learn about the poet's reaction to the end of her relationship from reading the above poem. Support your answer with reference to the poem.

*Candidates should explain what they learn about the poet's reaction to the end of her relationship. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: She is in agony and sorrow at the failure of the relationship; there is a sense of loneliness, longing, heartache and resignation; she is reminded of and reminisces about her lover as she looks at the car outside, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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OR

- (ii) Does the language and imagery used by the poet add to your enjoyment of the above poem? Support your answer with reference to the language and imagery used in the poem.

*Candidates should discuss whether the language and imagery used by the poet adds to their enjoyment of the poem. Reward evidence of engagement with and reference to the language and imagery of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Informal, casual, conversational nature of the language; a hidden rhyme scheme, with rhymes that are half rhymes or slant rhymes, possibly imitating the discordant nature of the relationship; imagery and the poet's use of simile, metaphor, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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OR

- (iii) Imagine that the poet decided to write a letter to the person she refers to in the poem. Write the letter you think she might compose. Your letter should demonstrate your knowledge of the poem.

*Candidates should write a letter from the poet to the person she refers to in the poem. The letter may be with or without the usual rubrics. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The agony she has been through; her sleepless nights; she might refer to the clapped out Nissan Micra; she might mention driving the car in the middle of the night because it reminds her of her former partner, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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# LEAVING CERTIFICATE ENGLISH

## CRITERIA FOR ASSESSMENT

<u>Clarity</u> of Purpose	Engagement with the set task	e.g. relevance, focus, originality, freshness, evidence of critical literacy (where appropriate), clear aim, understanding of genre	Percentage Weighting 30
<u>Coherence</u> of Delivery	Ability to sustain the response over the entire answer	<i>Where appropriate:</i> continuity of argument, sequencing, management of ideas, choice of reference, use of examples, engagement with texts, control of register and shape, creative modelling	30
<u>Efficiency</u> of Language use	Management and control of language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns, punctuation appropriate to the register, use of lively interesting phrasing, energy, style, fluency <i>appropriate to the task</i>	30
<u>Accuracy</u> of Mechanics	Spelling  Grammar	e.g. appropriate levels of accuracy in spelling  grammatical patterns appropriate to the register	10

## ASSESSMENT CRITERIA – GRADE GRID

## Appendix 2

Clarity of Purpose	30%
Coherence of Delivery	30%
Efficiency of Language Use	30%
Accuracy of Mechanics	10%

### Discrete Criteria:

100 marks	O1	O2	O3	O4	O5	O6	O7	O8
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

50 marks	O1	O2	O3	O4	O5	O6	O7	O8
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0
30%	15 - 14	12	11	9	8	6	5	4 - 0
10%	5	4	3	3	2	2	1	1 - 0

40 marks	O1	O2	O3	O4	O5	O6	O7	O8
	40 - 36	35 - 32	31 - 28	27 - 24	23 - 20	19 - 16	15 - 12	11 - 0
30%	12 - 11	10	9	8	6	5	4	3 - 0
10%	4	3	3	2	2	1	1	1 - 0

30 marks	O1	O2	O3	O4	O5	O6	O7	O8
	30 - 27	26 - 24	23 - 21	20 - 18	17 - 15	14 - 12	11 - 9	8 - 0
30%	9	8	7	6	5	4	3	2 - 0
10%	3	2	2	2	1	1	1	0

### Combined Criteria:

	O1	O2	O3	O4	O5	O6	O7	O8
20 marks	20 - 18	16	14	12	10	8	6	5 - 0
P & C 12	12 - 11	10	9	8	6	5	4	3 - 0
L & M 8	8	7	6	5	4	3	3	2 - 0

	O1	O2	O3	O4	O5	O6	O7	O8
15 marks	15 - 14	12	11	9	8	6	5	4 - 0
P & C 9	9	8	7	6	5	4	3	2 - 0
L & M 6	6	5	4	4	3	2	2	1 - 0

	H1	H2	H3	H4	H5	H6	H7	H8
10 marks	10 - 9	8	7	6	5	4	3	2 - 0
P & C 6	6	5	4	4	3	2	2	1 - 0
L & M 4	4	3	3	2	2	1	1	1 - 0

## REASONABLE ACCOMMODATIONS.

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

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

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

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

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

### Example:

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

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

### Note:

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

In using the Combined Criteria the following will apply:

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

