



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

English

Ordinary Level

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

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

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

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

Future Marking Schemes

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

CRITERIA FOR ASSESSMENT.

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

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

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

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

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

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

Given the primacy of Clarity of Purpose (P), marks awarded for either Coherence of Delivery (C) or Efficiency of Language Use (L) cannot exceed the marks awarded for Clarity of Purpose.

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.

MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE

CANDIDATE ANSWERS QUESTION A AND B FROM THE SAME TEXT

- Mark both attempts out of full marks.
- Disallow the lower mark.

CANDIDATE ANSWERS 2 OR MORE QUESTIONS A AND 1 QUESTION B (or vice versa)

- Mark all the attempts.
- Allow the Question B to stand and the highest Question A from a different text.

CANDIDATE ANSWERS ALL THE QUESTIONS A AND QUESTIONS B

- Mark all the attempts.
- Award the highest combination.

The list of texts prescribed for assessment in 2019 is set out in the appropriate DES Circular 0006/2017.

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 – Paper 1

“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 – MELANIE'S SOCIAL MEDIA EXPERIENCE

Question A – 50 marks

- (i) Based on your reading of paragraphs four and five, explain three steps Melanie has taken that helped her to develop a healthy relationship with social media. Support your answer with reference to the text. (15)

Candidates should explain three steps Melanie has taken that helped her to develop a healthy relationship with social media, supporting their answers with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Melanie has taken control of her engagement with social media, making conscious decisions about her usage; she tries to limit the time she spends on various media; she has developed an awareness of her social media issues; she filters items and people on social media that make her feel bad; she is very aware of her own behaviour on social media; she tries to learn from her mistakes; she aims to balance her online life with her social life; she outlines healthy goals for her social media engagement, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you believe that you are fortunate or unfortunate to live in an age when social media is extremely popular? Give reasons for your answer. (15)

Candidates should explain, giving at least two reasons, why they believe that they are fortunate and/or unfortunate to live in an age when social media is extremely popular. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) In your opinion, what message is conveyed by IMAGE 1?
Support your response with reference to IMAGE 1. (10)

Candidates should give their opinion on what message is conveyed by IMAGE 1. Allow for a wide variety of responses. Reward all valid responses on their merits, giving consideration to the quality of all aspects of the response with regard to the Criteria for Assessment. Answers should be supported by reference to the cartoon.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) To what extent does IMAGE 2 accurately reflect the impact of mobile devices on your engagement with your friends? Explain your response, supporting your answer with reference to IMAGE 2. (10)**

Candidates should explain whether IMAGE 2 accurately conveys their experience of the effect of mobile devices on their engagement with their friends. Reward all valid responses on their merits, giving consideration to the quality of all aspects of the response with regard to the Criteria for Assessment. Answers should be supported by reference to the image.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

You have been asked by a mobile phone company to produce an article for their website, offering guidance on the polite and appropriate use of mobile phones by people of all ages. The article should include a combination of “dos and don’ts” in relation to polite and appropriate mobile phone usage. Write the article you would produce.

Candidates should produce an article suitable for publication on a mobile phone company’s website, with a target audience of people of all ages. The article should outline a combination of “dos and don’ts” in relation to polite and appropriate mobile phone usage. The tone may be serious or humorous or both. The register may be either formal or informal, but should be suitable for a general audience.

Allow for the fact that the web is an active medium where it is possible for readers to construct their own experience by piecing together content from multiple sources. Readers might be encouraged to engage by “scrolling down” or by contributing to the material, the content may be searchable and actionable e.g. it may be possible to connect to other websites, video clips, etc.

Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

50 marks	01	02	03	04	05	06	07	08
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

TEXT 2 – THE SELFIE: SOCIAL MEDIA’S OWN ART FORM

Question A – 50 marks

- (i) Based on your reading of the first three paragraphs on Page 4, explain three ways in which selfies have made an impact on modern life. Support your answer with reference to the text. (15)

Candidates should explain three ways in which selfies have made an impact on modern life, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: selfies have revolutionised the way we engage with social media by allowing us to share images with enormous numbers of people and control our public image; they have expanded our vocabulary, adding new words; they enable people to have fun on social media e.g. the Selfie Olympics; they have given us a new visual genre, a different type of self-portrait, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you believe that the influence of selfies on society is mainly positive or mainly negative? Give reasons for your answer. (15)

Candidates should explain, giving at least two reasons, whether or not they believe that the influence of selfies on society is mainly positive or mainly negative. Allow for a broad range of responses. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Which of the two images in TEXT 2 do you find more fascinating? Explain your choice, supporting your response with reference to your chosen image. (10)

Candidates should explain which of the two images they find most fascinating. Responses should be supported with reference to the chosen image. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Do you think it is possible that selfies will provide an important historical record in the future, as predicted in paragraph four? Give reasons for your response. (10)

Candidates should give reasons explaining why they do or do not agree that selfies will provide an important historical record in the future. Reward all valid responses on their merits, giving consideration to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

Your local newspaper has published a letter condemning fifteen to thirty year olds as a “vain and selfish generation”. The letter writer specifically refers to selfies as an example of the vanity of people in this age group. Write a letter to the newspaper editor, in which you respond to the views expressed in the original letter, and put forward your own views on the subject of selfies.

Candidates should write the text of a letter they would send to a newspaper editor in which they respond to the assertion in a previously published letter that fifteen to thirty year olds are a “vain and selfish generation”, and give their own views on selfies. Candidates are free to agree or disagree with the views expressed in the letter previously published. The tone of the letter may be serious or humorous or both. The register may be formal or informal. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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50 marks	01	02	03	04	05	06	07	08
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

TEXT 3 – PLASTIC AT THE PICNIC

Question A – 50 marks

- (i) Based on your reading of Text 3, explain three reasons why people might want to act as volunteers with the organisation, Friends of the Earth, at Electric Picnic. Support your answer with reference to the text. (15)

Candidates should explain three reasons why people might want to act as a volunteer with the Friends of the Earth at Electric Picnic. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the Friends of the Earth offer an extremely attractive package of incentives, including free tickets and transportation to and accommodation at Electric Picnic which might encourage people to volunteer; people might share the organisation's eco-friendly views and want to actively support and promote them; they would learn about organising a deposit refund scheme; they could be motivated by the opportunity to meet new people and make new friends, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you believe that a deposit refund scheme for plastic items such as cups and bottles, similar to that organised by Friends of the Earth at Electric Picnic, would be successful if introduced in your school or workplace? Give reasons for your answer. (15)

Candidates should give reasons explaining why they do or do not believe that a deposit refund scheme for plastic items such as cups and bottles, similar to that organised by Friends of the Earth at Electric Picnic, would be successful if introduced in their school or workplace. Allow for a wide range of responses. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine that you recognise your tent from Electric Picnic in Image 1. Write a diary entry in which you reflect on abandoning your tent at the campsite and record your feelings in response to the picture. (10)

Candidates should write a diary entry in which they reflect on abandoning their tent at the campsite and record their feelings in response to the picture. Allow for a wide variety of responses. Reward all valid responses on their merits, giving consideration to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Would you support banning people who cause trouble at a festival, including littering, from attending that festival again in the future? Give reasons for your response. (10)**

Candidates should give reasons explaining why they would or would not support banning people who cause trouble, including littering, from attending that festival again in the future. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

You would like to establish a deposit refund scheme for plastic items such as cups and bottles in your school or workplace. People would be paid 20 cent for each cup and 10 cent for each bottle returned for recycling. Write a post for your school or workplace blog in which you explain outline your proposed scheme and encourage people to support your proposal.

Expect candidates to write a post, suitable for inclusion on a school or workplace blog, in which they explain the deposit refund scheme for plastic items that they would like to establish in their school or workplace. They should suggest how the scheme could be organised and encourage people to support it. All aspects of the task should be dealt with, although not necessarily equally. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Allow for the fact that the web is an active medium where it is possible for readers to construct their own experience by piecing together content from multiple sources.

Readers might be encouraged to engage by “scrolling down” or by contributing to the material, the content may be searchable and actionable e.g. it may be possible to connect to other websites, video clips, etc.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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50 marks	01	02	03	04	05	06	07	08
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

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.

Candidates should undertake one of the seven composition assignments that appear in bold print on the examination paper.

1. In TEXT 1, Melanie Murphy explains how she dislikes people who thrive on drama.

Write a short story about a character whose determination to be the centre of attention has unexpected consequences.

Candidates should write a short story in which a character whose determination to be the centre of attention has unexpected consequences.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

- P:** Focus – a **short story** in which a character whose determination to be the centre of attention has unexpected consequences
understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.
Relevance
Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

2. In TEXT 2, we are told that in time our selfies will provide a valuable historical record.

Write a personal essay in which you discuss at least three aspects of life that are considered unremarkable in 2019 that you think may appear strange or remarkable to people in the future.

Candidates should write in a reflective manner about at least three aspects of life that are considered unremarkable in 2019 that they think may appear strange or remarkable to people in the future.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

- P:** Focus – **a personal essay** in which candidates discuss at least three aspects of life that are considered unremarkable in 2019 that may appear strange or remarkable to people in the future
The writing should be shaped as a personal essay e.g. written from the perspective of the engaged 'I'/personal register/ written in the first person/reflective insights/confessional tone/individual observation/use of personal anecdotes/ includes pertinent personal details/strongly held personal views and opinions/use of authentic personal voice, etc.
Relevance
Originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the personal essay; sequencing and management of ideas, etc
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

3. According to Melanie Murphy in TEXT 1, perfection does not exist.

Write an article, for publication in a music magazine, in which you describe your ideas for the perfect music festival. The article should deal with the venue, the line-up, and the facilities available to festival-goers.

Candidates should write an article, suitable for publication in a music magazine, in which they describe their ideas for the perfect music festival. The article should deal with all of the specified aspects – the venue, the line-up, and the facilities available to festival-goers – although not necessarily equally.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

- P:** Focus – **an article** suitable for publication in a music magazine, in which candidates describe their ideas for the perfect music festival, including reference to the venue, the line-up, and the facilities available to festival-goers
The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register may be formal or informal but should be suitable for the intended audience of music enthusiasts
Relevance
Originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the article; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

4. TEXTS 1, 2, and 3 all deal with aspects of social media.

Write a personal essay in which you discuss what you think your life would be like if you were unable to use any form of social media for a whole year.

Candidates should write a personal essay in which they discuss what they think their lives would be like if they were unable to use any form of social media for a whole year.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – **a personal essay** in which candidates discuss what they think their lives would be like if they were unable to use any form of social media for a whole year

The writing should be shaped as a personal essay e.g. from the perspective of the engaged 'I' /written in the first person /personal register/reflective insights/confessional tone/ individual observation, use of personal anecdotes/ includes pertinent personal details/strongly held personal views and opinions/use of authentic personal voice

Relevance

Originality and freshness, etc.

C: The extent to which the perspective is successfully sustained and developed; effective shaping of the personal essay; sequencing and management of ideas, etc.

L: Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.

M: Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

5. TEXT 3 is set against the backdrop of the Electric Picnic music festival.

Write a short story in which a group of childhood friends form what becomes a world famous band but live to regret their success.

Candidates should write a short story in which a group of childhood friends form what becomes a world famous band but live to regret their success.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – a **short story** in which a group of childhood friends form what becomes a world famous band but live to regret their success

The writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.

Relevance

Originality and freshness, etc.

C: The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.

L: Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.

M: Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

6. In TEXT 3, members of the public are encouraged to volunteer to help the Friends of the Earth at Electric Picnic.

Write an article, to be published in a popular magazine, on the value of volunteering with at least one sporting or charitable organisation. The article should discuss the possible benefits for the people who volunteer their time and energy, and for the organisation(s) involved.

Candidates should write an article, suitable for publication in a popular magazine, in which they discuss what they see as the value of volunteering with at least one sporting or charitable organisation, from the perspective of the volunteer and the organisation(s). The two elements required in the response should be present, although not necessarily receiving equal attention.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

- P:** Focus – **an article** suitable for publication in a popular magazine, in which candidates discuss what they see as the value of volunteering with at least one sporting or charitable organisation, from the perspective of the volunteer and the organisation(s)

The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register may be formal or informal but should be suitable for the intended audience of music enthusiasts

Relevance

Originality and freshness, etc.

- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the article; sequencing and management of ideas, etc.

- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.

- M:** Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

7. In TEXT 2, we see an image taken by an astronaut during a space mission.

Imagine you are representing Ireland at a United Nations conference on the future. Write a speech, to be delivered at the conference, in which you discuss both the opportunities and responsibilities facing humanity as we explore space and planets beyond the Earth.

Candidates should write a speech in which they discuss the opportunities and responsibilities facing humanity as we explore space and planets beyond the Earth.

Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

- P:** Focus – **a speech**, suitable for delivery as a representative from Ireland at a United Nations conference, in which candidates discuss the opportunities and responsibilities facing humanity as we explore space and planets beyond the Earth. The writing should be shaped as a speech and demonstrate the effective use of some elements of speech-writing e.g. rhetorical language, anecdotes, use of references and illustrations, emotive language, etc. The tone and register may be formal or informal but should be suitable for the intended international audience
Relevance.
Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, sustained and developed, sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

	01	02	03	04	05	06	07	08
	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

Paper Two

Section I

Single Text

60 Marks

General.

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

N.B. RESPONDING TO DRAMATIC TEXTS

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

A AMERICANAH – Chimamanda Ngozi Adichie

Answer **all** of the questions.

1. (a) Describe Ifemelu’s life in Nigeria before she left to study in America. (10)

Candidates should describe Ifemelu’s life in Nigeria before she left to study in America. 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 with regard to the Criteria for Assessment.

Indicative material: lives with her parents, excels at school, falls in love with Obinze, close to her aunt Uju, goes to University, experiences difficulties when her father loses his job, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Ifemelu faces when she moves to America and explain how she responds to this challenge. Support your answer with reference to the text. (10)

Candidates should identify one challenge Ifemelu faces when she moves to America and explain how she responds to this challenge. 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 with regard to the Criteria for Assessment.

Indicative material: Ifemelu suffers depression, has difficulty initially adjusting to life in America, faces occasional racism, suffers a sexual assault, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you did or did not enjoy the ending of the novel, *Americanah*. (10)

Candidates should explain the main reason why they did or did not enjoy the ending of the novel, *Americanah*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: A happy ending – Ifemelu and Obinze are reunited; an provocative cliff-hanger – uncertainty over Ifemelu and Obinze’s future is intriguing; predictable finale – two main protagonists obviously reunite; unsatisfactory conclusion – Obinze leaving his wife and daughter for Ifemelu with apparently no consequences for the lovers; disappointing conclusion - having tackled complex issues such as race, religion and discrimination the conclusion is rather mundane and disappointing, etc.

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

(i) Based on events in the novel, *Americanah*, write a front-page newspaper article beginning with the following headline:

“ IMMIGRATION FRAUD FAILS – FAKE MARRIAGE PLANS EXPOSED”

Your article should demonstrate your knowledge of this aspect of the novel.

Candidates should write a front-page newspaper article beginning with the headline: “ IMMIGRATION FRAUD FAILS – FAKE MARRIAGE PLANS EXPOSED”. The article should demonstrate their knowledge of the novel. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Obinze engages with criminals to arrange a false marriage to Cleotilde in order to gain resident status in England. He is arrested on the day of the wedding and eventually deported back to Nigeria, etc.

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

- (ii) **Write a piece in which you compare Ifemelu's experience as an immigrant in America with Obinze's experience as an immigrant in England. Support your answer with reference to the novel, *Americanah*.**

Candidates should write a piece in which they compare Ifemelu's experience as an immigrant in America with Obinze's experience as an immigrant in England. Answers should be supported by reference to the text. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: both find their experiences as immigrants challenging.

Ifemelu's experience: Ifemelu enters America legally as she has a visa and a scholarship to a university in Philadelphia, she uses a fake ID card for work, despite some initial difficulties she is eventually successful socially and academically, as a native African she is often considered exotic, she develops a successful blog and becomes well-known, she decides to move back to Nigeria of her own volition, etc.

Obinze's experience: Obinze moves to England on graduation but can't find a good job, his visa expires and he works in menial jobs on a rented identity card while attempting to avoid detection, his attempt to gain legal status through a fake marriage is thwarted leading to his arrest and deportation back to Nigeria, etc.

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

- (iii) **Identify two developments in the plot that contributed to your enjoyment of Adichie's novel, *Americanah*. Explain why these developments contributed to your enjoyment of the novel. Your answer should demonstrate your knowledge of the text.**

Candidates should identify two developments in the plot that contributed to their enjoyment of Adichie's novel, *Americanah* and explain why these developments contributed to their enjoyment of the novel. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may contribute to readers' enjoyment of a text by: adding excitement/tension/conflict/humour/romance, etc.; by introducing new characters/ relationships; by providing greater insight into the personality of a character or characters; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; plot twists may amaze/surprise/shock, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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B THE HANDMAID'S TALE – Margaret Atwood

Answer **all** of the questions.

1. (a) Describe Offred's life before the Republic of Gilead was established. (10)

Candidates should describe Offred's life before the Republic of Gilead was established. 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 with regard to the Criteria for Assessment.

Indicative material: Offred lived with her husband, Luke, and daughter; she had a rocky relationship with her radical feminist mother; she went to college where she was friends with Moria; she had a "normal" life with choice and freedom, a job, her own money; she enjoyed going to galleries and museums, she used to smoke, she had a garden, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Offred faces when she becomes a handmaid and explain how she responds to this challenge. Support your answer with reference to the text. (10)

Candidates should identify one challenge Offred faces when she becomes a handmaid and explain how she responds to this challenge. Answers should be supported by reference to the text. 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 with regard to the Criteria for Assessment.

Indicative material: Offred is challenged by: her lack of freedom and personal identity; the obligation to procreate with the Commander; having to obey the many rules and endure the restrictions imposed on handmaids. She responds by: being discreetly subversive; she relives her past life and draws comfort from her memories; she tries to maintain her psychological freedom, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you do or do not agree that the "Historical Notes" are an effective way to end the novel, *The Handmaid's Tale*. (10)

Candidates should explain the main reason why they did or did not agree that the "Historical Notes" are an effective way to end the novel, *The Handmaid's Tale*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Agree: the notes help readers to believe that the Republic of Gilead was a real place that actually existed in history; they make the preceding narrative even more convincing as the characters, their lives and society appear to be the subject of academic research; they encourage readers to engage with the important aspects of the story – the fragility of democracy and civilised society/the dangers of misogyny, etc. beyond their appeal as entertainment, etc.

Disagree: Unsatisfactory conclusion to Offred’s story, the reader is left unaware of her ultimate fate; the notes do not seem a natural addition to the narrative; they do not contribute to making the novel more credible/entertaining/enjoyable, etc.

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

(i) Based on events in the novel *The Handmaid’s Tale*, write a front-page newspaper article beginning with the following headline:

“AUNT ASSAULTED AS WOMAN ESCAPES FROM RED CENTRE”

Your article should demonstrate your knowledge of this aspect of the novel.

Candidates should write a front-page newspaper article beginning with the following headline: “AUNT ASSAULTED AS WOMAN ESCAPES FROM RED CENTRE”. The article should demonstrate their knowledge of the novel. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Moira makes good her escape from the Red Centre (i.e. the Rachel and Leah Centre) by luring Aunt Elizabeth into a toilet, threatening to stab her with something sharp, stealing her clothes and her pass and finally leaving her tied up, behind a furnace, etc.

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

(ii) Write a piece in which you compare how Offred and Moira deal with life in the Republic of Gilead. Support your answer with reference to the novel, *The Handmaid’s Tale*.

Candidates should write a piece in which they compare how Offred and Moira deal with life in the Republic of Gilead. Answers should be supported by reference to the text. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Offred copes reasonably well with the restrictions, regulations and difficulties of being a handmaid in Gilead by living in her head – her memories of

her mother, husband and daughter and hope of seeing them again keep her going. She also copes by overtly cooperating with the system but engaging in subversive acts of defiance e.g. developing a relationship with Nick whose friendship helps her to cope with the many difficulties she faces, etc. **Moirá's** ability to cope is linked to her feisty nature, initially she confronts the difficulties she faces full on – escaping from the Red (Rachel and Leah) Centre and spending months on the run on the Underground Femaleroad. She seems to be coping less well when Offred meets her in the nightclub where she is forced to work as a prostitute. While Offred observes a flash of Moirá's former defiance, she seems more indifferent and resigned to her awful fate, etc.

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

- (iii) Identify two developments in the plot that contributed to your enjoyment of Atwood's novel, *The Handmaid's Tale*. Explain why these developments contributed to your enjoyment of the novel. Your answer should demonstrate your knowledge of the text.**

Candidates should identify two developments in the plot that contributed to their enjoyment of Atwood's novel, *The Handmaid's Tale* and explain why these developments contributed to their enjoyment of the novel. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may contribute to readers' enjoyment of a text by: adding excitement/tension/conflict/humour/romance, etc.; by introducing new characters/ relationships; by providing greater insight into the personality of a character or characters; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; plot twists may amaze/surprise/shock, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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C PERSUASION – Jane Austen

Answer **all** of the questions.

1. (a) Describe the problems facing Sir Walter Elliot at the beginning of the novel.

(10)

Candidates should describe the problems facing Sir Walter Elliot at the beginning of the novel. 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 with regard to the Criteria for Assessment.

Indicative material: Sir Walter's problems are largely financial; the family has fallen into debt due to his extravagance and are now "distressed for money". In order to pay his debts and retain ownership of his property he is obliged to find a tenant to rent his mansion, Kellynch Hall. He leases his property to Admiral Croft and has to move temporarily to Bath, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Anne faces when Captain Wentworth re-enters her life and explain how she responds to this challenge. Support your answer with reference to the text.

(10)

Candidates should identify one challenge Anne faces when Captain Wentworth re-enters her life and explain how she responds to this challenge. 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 should be considered with regard to the Criteria for Assessment.

Indicative material: Annie is faced with significant social and emotional challenges when Captain Wentworth re-enters her life, she is embarrassed by the return of her former fiancé to her social circle and has to acknowledge that she still has deep feelings for him although he now seems indifferent to her. She copes by observing the social niceties, concealing her emotions and behaving exactly as a polite young lady should. She displays admirable self-control and fortitude under the circumstances, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you did or did not enjoy the ending of the novel,

Persuasion.

(10)

Candidates should explain the main reason why they did or did not enjoy the ending of the novel, *Persuasion*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the ending is a happy one – Captain Wentworth overcomes his pride and the shame of being rejected once in order to declare his love for Anne again, Mrs Russell and Sir Walter Elliot both accept Captain Wentworth as a suitable spouse for Anne; Anne and Captain Wentworth marry; Anne is free from the constraints of her family’s foolishness and vanity; Captain Wentworth helps Mrs Smith to recover her West Indian property; the ending is fair and just – the good characters prosper while Mr William Elliot’s plan to marry Anne for selfish reasons fails; the ending is predictable and stereotypical with the hero and heroine marrying, etc.

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

- (i) **Based on events in the novel, *Persuasion*, write an article suitable for publication in a popular magazine beginning with the following title:**

“TRUE LOVE TRIUMPHS IN THE END!”

Your article should demonstrate your knowledge of this aspect of the novel.

Candidates should write an article suitable for publication in a popular magazine beginning with the headline: “TRUE LOVE TRIUMPHS IN THE END!”. The article should demonstrate their knowledge of the novel. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The romance between Anne Elliot and Captain Wentworth is likely to form the basis for the article; the original engagement which Anne breaks on the advice of her friend and mentor, Lady Russell, due to Wentworth’s lack of fortune and poor prospects, the years of estrangement, Anne’s undying affection for Wentworth, her refusal to marry Charles Musgrove, Wentworth’s unexpected return to her social circle – now wealthy due to his naval successes, Wentworth’s jealousy on seeing William Elliot court Anne, the chance overhearing by Wentworth of a conversation between Anne and Harville that leads to their reconciliation and ultimately marriage, etc.

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

- (ii) **Write a piece in which you compare Anne’s two suitors, Captain Wentworth and Mr. William Elliot, and the sincerity of each man’s affection for Anne. Support your answer with reference to the novel, *Persuasion*.**

Candidates should write a piece in which they compare Anne’s two suitors, Captain Wentworth and Mr. William Elliot, and the sincerity of each man’s affection for Anne. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Captain Wentworth** is a naval officer who has made his fortune due to his achievements in the Napoleonic wars; he is portrayed as a true gentleman, popular in society and a naval hero. He was originally engaged to marry Anne but she broke off the engagement. Although initially polite but cold towards Anne when they meet again many years later, Wentworth's affections are rekindled as he grows to know Anne better, he admires her, and comes to understand why she severed their original engagement. He becomes jealous when she is pursued by William Elliot. He professes his true and undying love for Anne in a letter. They are once more engaged and go on happily to marry, etc.

William Elliot is a relative and presumed heir of Anne's father, Sir Walter Elliot. He is a widower and despite his sociable appearance, Anne discovers his betrayal of the late Mr Smith and his harsh treatment of Smith's widow. He wants to marry Anne for purely selfish reasons – he is fearful he will lose his inheritance if Sir Walter marries Mrs Clay and believes marriage to Anne will secure his position, etc.

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

(iii) Identify two developments in the plot that contributed to your enjoyment of Austen's novel, *Persuasion*. Explain why these developments contributed to your enjoyment of the novel. Your answer should demonstrate your knowledge of the text.

Candidates should identify two developments in the plot that contributed to their enjoyment of Austen's novel, *Persuasion*, and explain why these developments contributed to their enjoyment of the novel. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. All aspects of the response could be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may contribute to readers' enjoyment of a text by: adding excitement/tension/conflict/humour/romance, etc.; by introducing new characters/ relationships; by providing greater insight into the personality of a character or characters; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; plot twists may amaze/surprise/shock, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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D BY THE BOG OF CATS – Marina Carr

Answer **all** of the questions.

1. (a) Describe Hester’s disturbing experiences in the snow at the beginning of the play. (10)

Candidates should describe Hester’s disturbing experiences in the snow at the beginning of the play. 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 with regard to the Criteria for Assessment.

Indicative material: Hester meets the disturbing figure of the Ghost fancier while she carries the frozen, mutilated corpse of her beloved swan, Black Wing across the snow. The Ghost fancier does not recognise her but tells her he is “ghoulin” for her and causes her great distress as he appears to foretell her death, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Hester faces due to Carthage’s marriage to Caroline and explain how she responds to this challenge. Support your answer with reference to the text. (10)

Candidates should identify one challenge Hester faces due to Carthage’s marriage to Caroline and explain how she responds to this challenge. 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 with regard to the Criteria for Assessment.

Indicative material: Hester faces permanent exclusion from Carthage’s affections; the loss of her home; the prospect of having to share her daughter, Josie, with Carthage and his new wife, etc. Hester responds to these challenges by burning her house and murdering Josie, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you did or did not enjoy the ending of the play, *By the Bog of Cats*. (10)

Candidates should explain the main reason why they did or did not enjoy the ending of the play, *By the Bog of Cats*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the ending is bleak and disturbing – the murder is sickeningly violent; the ending is too extreme – the deaths of both Hester and Josie are almost unbearable; the ending provides a satisfactory sense of completion – the slain mother and daughter will, through death, be forever “presences” on the bog, as Hester wished; Hester remained true to her herself, refusing to comply with the community’s wishes to exile her and separate her from Josie; the ending fulfils the constant foreboding/foreshadowing throughout; the ending is in-keeping with the original tragedy of Medea, etc.

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

- (i) Based on events in the play, *By the Bog of Cats*, write a front-page newspaper article beginning with the following headline:**

“HOUSE FIRE ON THE BOG OF CATS”

Your article should demonstrate your knowledge of this aspect of the play.

Candidates should write a front-page newspaper article beginning with the following headline: “HOUSE FIRE ON THE BOG OF CATS”. The article should demonstrate their knowledge of the play, *By the Bog of Cats*. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The article should deal with Hester’s burning of the house she lived in with her daughter, Josie. This could be seen as a direct response to her eviction from the premises on foot of the wedding of Carthage and Caroline. The fire is first reported by her neighbour, Monica. Hester makes no attempt to conceal that she is responsible for the blaze and seems indifferent to the consequences. Her actions are shocking, especially the fact that cattle were burned to death in the inferno, etc.

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

- (ii) Write a piece in which you compare Carthage’s relationship with Hester and his relationship with Caroline. Support your answer with reference to the play, *By the Bog of Cats*.**

Candidates should write a piece in which they compare Carthage’s relationship with Hester and his relationship with Caroline. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Carthage's relationship with Hester is over by the time the play begins, she is older than him and the mother of their child, Josie. Carthage has moved on but Hester remains obsessed with Carthage and refuses to accept his marriage to Caroline. Carthage's mother does not approve of his relationship with Hester. There seems to have been enormous passion in the relationship between Hester and Carthage. Hester's "tinker" heritage seems to be an issue in the relationship. Carthage seems unwilling or unable to cope with Hester's wild nature and violent tendencies. Hester claims that Carthage was implicated in the murder of her brother, Joseph. Carthage threatens to take Josie from Hester, etc. **Carthage's relationship with Caroline** is very different to that with Hester. Caroline is younger, more biddable and less independent minded than Hester. Their relationship, while to some extent a marriage of convenience related to property and money, seems relatively normal, without the extremes of emotion associated with Carthage's relationship with Hester, etc.

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

(iii) Identify two developments in the plot that add to the drama in Marina Carr's play, *By the Bog of Cats*. Explain why you think these developments add to the drama in the play. Your answer should demonstrate your knowledge of the text.

Candidates should identify two developments in the plot that add to the drama in Marina Carr's play, *By the Bog of Cats* and explain why they think these developments add to the drama in the play. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may add to the drama in a play by: adding conflict/tension/humour/romance, etc.; by heightening the audiences' sense of fear/anticipation/excitement, etc.; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; by introducing new characters/relationships; plot twists may amaze/shock/surprise, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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E ROOM – Emma Donoghue

Answer **all** of the questions.

1. (a) Describe how Ma tried to make life normal for Jack while they lived in Room.

(10)

Candidates should describe how Ma tried to make life normal for Jack while they lived in Room. 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 with regard to the Criteria for Assessment.

Indicative material: Ma tried to make life normal for Jack by creating routine in their lives. She devised education and fitness regimes which they followed. Ma keeps their accommodation tidy and organised. She tried to provide him with healthy food and limit his TV watching. She celebrated his birthdays. She convinces him that their life in Room is real and the life he sees on television is fictional, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Jack faces when he leaves Room and explain how he responds to this challenge. Support your answer with reference to the text. (10)

Candidates should identify one challenge Jack faces when he leaves Room and explain how he responds to this challenge. 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 with regard to the Criteria for Assessment.

Indicative material: Jack faces many challenges on leaving Room including: realising that a world outside Room exists; adapting to the many confusing aspects of the “real” world including going outside, using sunscreen, going down stairs, unfamiliar food, “brightness, hotness and soundness” etc.; engaging with his relations including his grandmother, Uncle Paul, Aunt Deana and cousin, Bronwyn; dealing with being recognised by strangers as the boy from Room; coping with Ma’s depression, etc. Jack mostly responds well to the various challenges he faces although he misses aspects of his life in Room – its familiarity and security, being breast fed by Ma, etc. He is occasionally confused and angry. He uses “Rug” and “Tooth” for comfort and reassurance, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you did or did not enjoy the ending of the novel, *Room*. (10)

Candidates should explain the main reason why they did or did not enjoy the ending of the novel, *Room*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the ending is a happy one – Ma and Jack escape from their imprisonment and return to a more “normal” life; the ending is moving – the final trip back to room is difficult for Ma but gives closure to Jack, his final farewell to Room is poignant; the ending is hopeful - Jack and Ma plan for the future, there is a sense of moving on and a new beginning for both Ma and Jack; the ending is realistic – although Jack is happy, he finds the world outside Room confusing and he sometimes wishes he had never escaped; final trip back to Room was upsetting for Ma; the ending is incomplete – we are unaware of Old Nick’s fate, etc.

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

- (i) Based on events in the novel, *Room*, write a front-page newspaper article beginning with the following headline:**

“BRAVE BOY HELPS POLICE FREE MISSING MOTHER”

Your article should demonstrate your knowledge of this aspect of the novel.

Candidates should write a front-page newspaper article beginning with the following headline: “BRAVE BOY HELPS POLICE FREE MISSING MOTHER”. The article should demonstrate their knowledge of the novel. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The article should be based on Jack’s role in escaping from Room and helping to rescue his mother from Old Nick’s clutches; how Ma and Jack devise an escape plan elements of which they practice in advance. The plan consists of “Dead, Truck, Wiggle Out, Jump, Run, somebody, Note, police, blowtorch”, etc.

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

- (ii) Write a piece in which you compare how well Ma copes with the difficulties she faces while held captive in Room with how well she copes with the difficulties she faces after she escapes. Support your answer with reference to the novel, *Room*.**

Candidates should write a piece in which they compare how well Ma copes with the difficulties she faces while held captive in Room with how well she copes with the difficulties she faces after she escapes. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Difficulties in Room: Ma copes remarkably well with the many difficulties she faces in Room. She attempts to create an alternative form of normality for Jack and this seems to give form and a structure to her life. She manages to protect Jack from the reality of their situation and has mixed success in getting what she needs from Old Nick. She manages to shield Jack from the abuse she suffers from her kidnapper. While suffering the occasional bout of depression, she mostly manages to cope and successfully plans their escape from incarceration, etc. **Difficulties after she escapes:** Once released from Room, Ma has to face a different set of challenges, readjusting to a world in many ways different to the one from which she was snatched. Re-establishing a relationship with her mother, independent living, etc. At times she is strong and able to cope, however her overdose indicates how difficult she finds coping with life, etc.

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

(iii) Identify two developments in the plot that contributed to your enjoyment of Emma Donoghue's novel, *Room*. Explain why these developments contributed to your enjoyment of the novel. Your answer should demonstrate your knowledge of the text.

Candidates should identify two developments in the plot that contributed to their enjoyment of Emma Donoghue's novel, *Room*, and explain why these developments contributed to their enjoyment of the novel. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may contribute to readers' enjoyment of a text by: adding excitement/tension/conflict/humour/romance, etc.; by introducing new characters/ relationships; by providing greater insight into the personality of a character or characters; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; plot twists may amaze/surprise/shock, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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F THE GREAT GATSBY – F. Scott Fitzgerald

Answer **all** of the questions.

- 1. (a) Describe the relationship between Tom Buchanan and his wife, Daisy, at the beginning of the novel. (10)**

Candidates should describe the relationship between Tom Buchanan and his wife, Daisy, at the beginning of the novel. 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 with regard to the Criteria for Assessment.

Indicative material: Tom and Daisy are not happy together at the beginning of the novel; Tom appears indifferent to his wife, neglecting her and engaging in an affair with Myrtle Wilson; they have a three year old daughter, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify one challenge Gatsby faces in his relationship with Daisy and explain how he responds to this challenge. Support your answer with reference to the text. (10)**

Candidates should identify one challenge Gatsby faces in his relationship with Daisy and explain how he responds to this challenge. Consideration should be given to the quality of the explanation and the use of suitable reference to the text. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: The fact that Daisy is married to Tom Buchanan is a major challenge Gatsby faces in developing his relationship with her. He overcomes this challenge with Nick's cooperation; his original social inferiority presented another challenge in developing a relationship with Daisy, he overcomes this by amassing a very considerable fortune, buying a house in West Egg from where he could glimpse Daisy's East Egg home and acquiring the trappings of wealth such as expensive automobiles, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- 2. Explain the main reason why you did or did not enjoy the ending of the novel, *The Great Gatsby*. (10)**

Candidates should explain the main reason why they did or did not enjoy the ending of the novel, *The Great Gatsby*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the ending provides a clear resolution – we know exactly what happens to the protagonist; the ending is very dramatic – Gatsby’s murder and Wilson’s suicide are both shocking and unexpected; the ending allows us to learn more about Gatsby, his childhood and his father, Henry C. Gatz; the ending is unhappy/unsatisfactory – our hero, Gatsby, is dead, all his hopes and dreams destroyed; there is no sense of natural justice – Myrtle’s real murderer goes unpunished; there is no happy ending for the central love story – Daisy remains with Tom; the ending could be seen as a victory for selfishness and corruption etc.

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

- (i) **Based on events in the novel, *The Great Gatsby*, write a front page newspaper article beginning with the following headline:**

“SHOCK AS MYSTERIOUS MILLIONAIRE FOUND DEAD”

Your article should demonstrate your knowledge of this aspect of the novel.

Candidates should write a front-page newspaper article beginning with the headline: “SHOCK AS MYSTERIOUS MILLIONAIRE FOUND DEAD”. The article should demonstrate your knowledge of the novel. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The article should deal with the murder of Jay Gatsby, how he had gone to swim in the pool at his mansion, how the chauffeur heard the shots, how Wilson’s body was discovered, how a police investigation ensued; reference may be made to Wilson’s erroneous belief that it was Gatsby who had killed his wife Myrtle, running her over in the yellow car, the inquest heard that Wilson was “deranged by grief”, etc.

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

- (ii) **Write a piece in which you compare your initial impression of Jay Gatsby, with your view of him by the end of the novel, *The Great Gatsby*. Support your answer with reference to the text.**

Candidates should write a piece in which they compare their initial impression of Jay Gatsby, with their view of him by the end of the novel, *The Great Gatsby*. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates are free to hold any valid impression of Jay Gatsby that can be supported by the text. **Initial impression:** Gatsby is charismatic; single minded and determined in his pursuit of Daisy; generous and courteous; a dreamer who is charming, gracious and a bit mysterious; he is aloof as most guests at his parties never meet him; he is secretive about his business details and his personal background story leaves doubts with listeners to his story, etc. **Impression by the end of the novel:** he is lonely; Gatsby desperately chases a dream which no longer exists; he is looking to be accepted in society; he is a fantasist and is unable to deal with reality and is, quite literally, fatally idealistic; Gatsby's relationships are shallow – he only develops a friendship with Nick after he finds out he is Daisy's cousin, he is in love with the idea of Daisy, not Daisy as she really is, etc.

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

- (iii) **Identify two developments in the plot that contributed to your enjoyment of Fitzgerald's novel, *The Great Gatsby*. Explain why these developments contributed to your enjoyment of the novel. Your answer should demonstrate your knowledge of the text.**

Candidates should identify two developments in the plot that contributed to their enjoyment of Fitzgerald's novel, *The Great Gatsby*, and explain why these developments contributed to their enjoyment of the novel. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may contribute to readers' enjoyment of a text by: adding excitement/tension/conflict/humour/romance, etc.; by introducing new characters/ relationships; by providing greater insight into the personality of a character or characters; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; plot twists may amaze/surprise/shock, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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G THE SPINNING HEART – Donal Ryan

Answer **all** of the questions.

1. (a) Describe two effects of the economic crash evident in the novel, *The Spinning Heart*. (10)

Candidates should describe two effects of the economic crash evident in the novel, *The Spinning Heart*. 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 with regard to the Criteria for Assessment.

Indicative material: many construction workers unemployed, deprived of the social welfare benefits they should be entitled to due to the greed and fraud of their employers; the existence of ghost estates, many migrants still living in Ireland now unemployed, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Bobby Mahon faces after the economic crash and explain how he responds to this challenge. Support your answer with reference to the text. (10)

Candidates should identify one challenge Bobby faces after the economic crash and explain how he responds to this challenge. 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 with regard to the Criteria for Assessment.

Indicative material: Bobby Mahon loses his job due to the collapse of the building industry during the economic crash; he responds to this challenge by organising his former colleagues to work on the uncompleted houses on the ghost estates, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you were or were not satisfied with how the novel ended for Bobby Mahon. (10)

Candidates should explain the main reason why they were or were not satisfied with how the novel ended for Bobby Mahon. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: In the end, Bobby's wife, Triona, supports him completely, despite false rumours of infidelity; he is well thought of by most of the local people; he still has a nice house; he remains true to himself; he stands accused of the murder of his father, his future is uncertain, etc.

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

- (i) Based on events in the novel, *The Spinning Heart*, write a front-page newspaper article beginning with the following headline:

“RELIEF AS MISSING CHILD LOCATED”

Your article should demonstrate your knowledge of this aspect of the novel.

Candidates should write a front-page newspaper article beginning with the following headline: “RELIEF AS MISSING CHILD LOCATED”. The article should demonstrate their knowledge of the novel. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The article should deal with the kidnapping and subsequent rescue of Dylan – Sean Shanahan and Réaltín’s son – taken from the local crèche. “Someone just pulled up outside the crèche and drove away with the little boy”. There was a Montessori teacher with the children at the time and four or five qualified childminders in the room next door. The Montessori teacher was taken in for questioning. A massive Garda search was launched for the missing child, locals joined the search; Réaltín was calm but Seanie was “like a madman”. Jim Gildea found the child. He was covered in “weird marks ... pentagrams and crosses and lines from poems and drawings of naked people, all in permanent marker, like tattoos drawn by a lunatic.” His head had been shaved and he was wearing Spiderman pyjamas and watching a Bob the Builder DVD when he was found. Two characters, Lloyd and Trevor, are implicated in the kidnapping, etc.

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

- (ii) Write a piece in which you compare Bobby’s relationship with his wife, Triona, and Seanie’s relationship with Réaltín. Support your answer with reference to the novel, *The Spinning Heart*.

Candidates should write a piece in which they compare Bobby Mahon’s relationship with his wife, Triona, and Seanie’s relationship with Réaltín. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Bobby and Triona have a happy, stable marriage. They respect and support each other. Triona understands Bobby and how his relationship with his parents affected him. She is proud of his achievements and of the effect he has on other people. She never believed the rumours about Bobby and Réaltín spread by the “Teapot Taliban”. Bobby adores his “lovely, lovely” Triona, and thinks she is too good for him. He says she “made” him and he can say anything to her, she’s like a part of him, etc.

Seanie and Réaltín have a completely different type of relationship. They are not partners like Bobby and Triona. They live apart. Seanie says he loved Réaltín but claims she tricked him by getting pregnant. He is jealous that Bobby is working on her house. He wishes he had a better relationship with both Réaltín and their son, Dylan. Réaltín tells her father that Seanie is, “just useless, useless, useless ... only good for drinking and shagging floozies”. She’s not even sure Seanie is Dylan’s dad, etc.

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

(iii) Identify two developments in the plot that contributed to your enjoyment of Donal Ryan’s novel, *The Spinning Heart*. Explain why these developments contributed to your enjoyment of the novel. Your answer should demonstrate your knowledge of the text.

Candidates should identify two developments in the plot that contributed to their enjoyment of Donal Ryan’s novel, *The Spinning Heart*, and explain why these developments contributed to their enjoyment of the novel. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may contribute to readers’ enjoyment of a text by: adding excitement/tension/conflict/humour/romance, etc.; by introducing new characters/ relationships; by providing greater insight into the personality of a character or characters; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; plot twists may amaze/surprise/shock, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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H MACBETH – William Shakespeare

Answer **all** of the questions.

1. (a) Describe the effect the witches have on Macbeth when he first encounters them. (10)

Candidates should describe the effect the witches have on Macbeth when he first encounters them. 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 with regard to the Criteria for Assessment.

Indicative material: Macbeth is fascinated by the witches when he first encounters them. Banquo observes that Macbeth “seems rapt withal”. He implores them to “tell me more”. Unlike Banquo, he seems to readily believe the witches words even though their “horrid image” unfixes his hair and his “seated heart” knock at his ribs, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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(b) Identify one challenge Macbeth faces when he becomes king and explain how he responds to this challenge. Support your answer with reference to the text. (10)

Candidates should identify one challenge Macbeth faces when he becomes king and explain how he responds to this challenge. 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 with regard to the Criteria for Assessment.

Indicative material: the existence of Duncan’s sons, Malcolm (his anointed heir) and Donalbain represent a significant challenge to Macbeth when he becomes King, as does Banquo’s son, Fleance, as the witches have prophesied that he shall be King. As Duncan’s sons flee in fear of their lives after their father’s murder, Macbeth is able to respond to the challenge they represent by accusing them of their father’s murder. He hires assassins to murder both Banquo and Fleance but the young boy escapes, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you did or did not enjoy the ending of the play, *Macbeth*. (10)

Candidates should explain the main reason why they did or did not enjoy the ending of the play, *Macbeth*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the ending is satisfying and just – good triumphs over evil; conflict is resolved; the protagonist dies; order is restored; Malcolm’s final speech unifies the country presenting a brighter optimistic vision of order and civilization; Macduff gains redemption and revenge; the ending is less than satisfactory - Malcolm is not guaranteed to be a unifying force, he is too much of a politician/self-interested/uninspiring; everything Malcolm says relates to securing his own position rather than helping the ordinary people of Scotland; he announces no plan to help the widows and orphans; the ending is too sad to be enjoyable – a great hero and warrior (Macbeth) is dead, having been reduced to a tyrant, remorse has driven Lady Macbeth to suicide, Young Siward has met an untimely end; the ending is chilling – the Macbeth’s are dead but the witches (forces of evil) still exist, the cycle of blood-letting might begin again, etc.

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

- (i) **Based on events in the play, *Macbeth*, write a front-page newspaper article beginning with the following headline:**

“NATION MOURNS AS KING DUNCAN SLAIN”

Your article should demonstrate your knowledge of this aspect of the play.

Candidates should write a front-page newspaper article beginning with the following heading: “NATION MOURNS AS KING DUNCAN SLAIN”. The article should demonstrate their knowledge of the play. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the article should outline the details of Duncan’s death, as they are understood at the time – the King attacked in his sleep while visiting Macbeth’s castle, his body discovered by Macduff. Initially suspicion falls on his grooms. Macbeth and his wife appear horrified. Macbeth so overwhelmed that he kills the grooms before they can be questioned. Malcolm and Donalbain flee, etc. The article might speculate if this is because they are implicated in Duncan’s murder or in fear of their own lives, tribute might be paid to what a wonderful king Duncan was, etc.

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

- (ii) Write a piece in which you compare your impression of the relationship between Macbeth and Lady Macbeth at the beginning of the play and your impression of their relationship by the end of the drama. Support your answer with reference to the play, *Macbeth*.

Candidates should write a piece in which they compare their impression of the relationship between Macbeth and Lady Macbeth at the beginning of the play and their impression of this relationship by the end of the drama. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: At the beginning of the play Macbeth and his wife are an entirely united, supportive couple – he addresses her as his “dearest partner in greatness”. Together they plot the murder of King Duncan. Lady Macbeth has great influence over her husband – she stiffens his resolve to proceed with the killing when he waivers, she reassures him after he has committed the murder and returns to the scene to cover up his crime. Quickly the partnership falters. Macbeth plots the murder of Banquo and Fleance, keeping his wife in ignorance. As Macbeth falls further into the thrall of the witches, his wife seems to lose her influence over him. By the end of the play they appear to have drifted apart/been driven apart by events – we see her driven to distraction by events and with no apparent support from Macbeth, who responds to news of her death saying, “She should have died hereafter”, etc.

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

- (iii) Identify two developments in the plot that add to the drama in Shakespeare’s play, *Macbeth*. Explain why you think these developments add to the drama in the play. Your answer should demonstrate your knowledge of the text.

Candidates should identify two developments in the plot that add to the drama in Shakespeare’s play, *Macbeth* and explain why they think these developments add to the drama in the play. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may add to the drama in a play by: adding conflict/tension/humour/romance, etc.; by heightening the audiences’ sense of fear/anticipation/excitement, etc.; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; by introducing new characters/relationships; plot twists may amaze/shock/surprise, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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I THE PLAYBOY OF THE WESTERN WORLD – J.M. Synge

Answer **all** of the questions.

- 1. (a) Describe the relationship between Pegeen Mike and Shawn Keogh at the beginning of the play. (10)**

Candidates should describe the relationship between Pegeen Mike and Shawn Keogh at the beginning of the play. 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 with regard to the Criteria for Assessment.

Indicative material: The pair intend to marry, they are only “waiting on “Father Reilly’s dispensation”. Pegeen dominates the relationship. She scarcely acknowledges Shawn when he arrives at the shebeen. Shawn is timid in her presence, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify one challenge Shawn Keogh faces following the arrival of Christy Mahon and explain how Shawn responds to this challenge. Support your answer with reference to the text. (10)**

Candidates should identify one challenge Shawn Keogh faces following the arrival of Christy Mahon and explain how Shawn responds to this challenge. 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 with regard to the Criteria for Assessment.

Indicative material: Shawn is immediately overshadowed by the arrival of Christy. Pegeen seems besotted with the new arrival, who presents a serious challenge to Shawn for her affections. Shawn, with the cooperation of Father Reilly and the Widow Quin, tries to have Christy removed from the Shebeen. Pegeen announces that she won’t wed Shawn “if a bishop came walking for to join us”. Shawn attempts to bribe Christy to leave, offering him “The half of a ticket to the Western States” and his new hat, breeches with the double seat and his new coat. When this fails, Shawn agrees to give the Widow Quin what she wants and more if she marries Christy, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Explain the main reason why you did or did not enjoy the ending of the drama, *The Playboy of the Western World*. (10)

Candidates should explain the main reason why they did or did not enjoy the ending of the drama, *The Playboy of the Western World*. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the ending is unexpected – Christy is transformed from a shy timid boy to a confident, heroic man, he stands up to his father and agrees to go home with him, but he will be the ‘master’ now; the ending is amusing, comedic and humorous – as Christy and his father turn the tables on the Mayo people; the ending is fascinating – Christy and his father are triumphant, Pegeen is left abandoned and heartbroken as she realises the mistake she has made in rejecting Christy, etc.

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

- (i) Based on events in the play, *The Playboy of the Western World*, write a front-page newspaper article beginning with the following headline:**

“AMAZEMENT IN MAYO AS FATHER AND SON REUNITED”

Your article should demonstrate your knowledge of this aspect of the play.

Candidates should write a front-page newspaper article beginning with the following headline: “AMAZEMENT IN MAYO AS FATHER AND SON REUNITED”. The article should demonstrate candidates’ knowledge of the play. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The article will involve the story of Christy Mahon, his arrival in Mayo, the wide spread belief that he had murdered his father, his reception by the locals, his relationship with Pegeen Mike, the unexpected reappearance of his father and the unlikely reconciliation of father and son, etc.

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

- (ii) Write a piece in which you compare your initial impression of Christy Mahon, when he arrives in Mayo, with your view of Christy as he leaves Mayo at the end of the play. Support your answer with reference to the drama, *The Playboy of the Western World*.**

Candidates should write a piece in which they compare their initial impression of Christy Mahon, when he arrives in Mayo, with their view of Christy as he leaves Mayo at the end of the play. Consideration should be given to the quality of the comparison, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: On his arrival in Mayo Christy sees himself as “a poor orphaned traveller, has a prison behind him, and hanging before, and hell’s gap gaping below”. Greatly encouraged by the admiration of the locals, and the attention of Pegeen Mike, Christy rapidly gains confidence. He’s offered a position as pot-boy in the shebeen and usurps Shawn Keogh in Pegeen’s affections. Christy thrives on the attention, coming to see himself as “a gallant orphan cleft his father with one blow o the breeches belt.” The unexpected arrival of his father, apparently back from the dead, reverses Christy’s fortunes. Having apparently killed his father (for the second time) the locals, including Pegeen, turn on Christy, threatening to hang him. He is only saved by the intervention of his father, who is very much alive. Christy appears to have thrived on his experiences in Mayo and leaves with his father, describing himself as, “a gallant captain” and “master of all fights”, etc.

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

(iii) Identify two developments in the plot that add to the drama in Synge’s play, *The Playboy of the Western World*. Explain why you think these developments add to the drama in the play. Your answer should demonstrate your knowledge of the text.

Candidates should identify two developments in the plot that add to the drama in Synge’s play, *The Playboy of the Western World*, and explain why they think these developments add to the drama in the play. Attention should be paid to the quality of the explanation provided and the knowledge of the text demonstrated by the candidate. The quality of all aspects of the response should be considered with regard to the Criteria for Assessment.

Indicative material: Plot developments may add to the drama in a play by: adding conflict/tension/humour/romance, etc.; by heightening the audiences’ sense of fear/anticipation/excitement, etc.; by advancing/reversing the fortunes of a character or characters; by revealing something unexpected; by introducing new characters/relationships; plot twists may amaze/shock/surprise, etc.

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

General

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

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

- Description / analysis of the text(s) in relation to 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. Questions use the word **text** to refer to all the different kinds of texts available for study on this course. Questions use the word **character** to refer to both real people and fictional characters in texts.

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

Note 1: 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 – Relationships or B – Theme**

A RELATIONSHIPS

- 1. (a) (i) Name one of your three comparative texts and identify a relationship in it. Use one or more key moments to explain how the characters in this relationship did or did not support each other when faced with a problem, challenge or crisis in the text. Support your answer with reference to the text. (15)**

Candidates should name one comparative text they have studied, and identify a relationship in it. They should use one or more key moments to explain how the characters in this relationship did or did not support each other when faced with a problem, challenge or crisis in the text. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Name another comparative text you have studied and identify a relationship in it. Use one or more key moments to explain how the characters in this relationship did or did not support each other when faced with a problem, challenge or crisis in the text. Support your answer with reference to the text. (15)**

Candidates should name another comparative text they have studied, and identify a relationship in it. They should use one or more key moments to explain how the characters in this relationship did or did not support each other when faced with a problem, challenge or crisis in the text. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Relationships often feature one main emotion (e.g. love, hatred, jealousy, etc.). Choose a relationship from each of at least two comparative texts you have studied, and compare these relationships with reference to the main emotion evident in each. Support your answer with reference to your chosen texts. (40)**

Candidates should choose a relationship from each of at least two comparative texts and compare these relationships with reference to the main emotion evident in each. Answers should be supported by reference to at least two comparative 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 with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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N.B. Use code C on the left-hand margin to indicate where relevant similarities and/or differences are given.

OR

2. (a) (i) Name one of your three comparative texts and identify a relationship in it. Explain whether this relationship is an equal partnership or is dominated by one character. Support your answer with reference to the text. (15)

Candidates should name one comparative text they have studied, and identify a relationship in it. They should explain whether this relationship is an equal partnership or is dominated by one character. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Name another of your comparative texts and identify a relationship in it. Explain whether this relationship is an equal partnership or is dominated by one character. Support your answer with reference to the text. (15)

Candidates should name another comparative text they have studied, and identify a relationship in it. They should explain whether this relationship is an equal partnership or is dominated by one character. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Relationships often feature one main emotion (e.g. love, hatred, jealousy, etc.). Choose a relationship from each of at least two comparative texts you have studied, and compare these relationships with reference to the main emotion evident in each. Support your answer with reference to your chosen texts. (40)

Candidates should choose a relationship from each of at least two comparative texts and compare these relationships with reference to the main emotion evident in each. Answers should be supported by reference to at least two comparative 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 with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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N.B. Use code C on the left-hand margin to indicate where relevant similarities and/or differences are given.

B THEME

1. (a) (i) **Identify a theme you have studied as part of your comparative studies. You have been asked to give a talk to your class explaining how one or more key moments helped you to understand this theme in one of your three comparative texts. Write the text of the talk that you would give.** (15)

Candidates identify a theme they have studied, and write the text of a talk they would give to their class explaining how one or more key moments helped them to understand this theme 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 with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) **You have been asked to give a talk to your class explaining how one or more key moments helped you to understand the same theme in another text on your comparative course. Write the text of the talk that you would give.** (15)

Candidates identify a theme they have studied, and write the text of a talk they would give to their class explaining how one or more key moments helped them to understand this theme in another comparative text. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) **“We can find a theme to be more realistic and true-to-life in some texts than in others.”**

In relation to the theme you discussed in part (a) above, compare how realistic and true-to-life you found this theme to be in at least two texts on your comparative course. Support your answer with reference to your chosen texts. (40)

Candidates should compare how realistic and true-to-life they found the same theme discussed in part (a) to be in at least two comparative texts. Answers should be supported with reference to at least two comparative 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 with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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N.B. Use code C on the left-hand margin to indicate where relevant similarities and/or differences are given.

OR

2. (a) (i) **Identify a theme you explored in one of the three comparative texts you have studied, and select a character who reveals something important to you about your chosen theme. Explain the way(s) in which your chosen character reveals something important about your chosen theme to you.** (15)

Candidates should identify a theme they have studied and a character who revealed something important about this theme. They should explain the way(s) in which their chosen character reveals something important about their chosen theme to them. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) **Choose a character from another comparative text you have studied and, with reference to the same theme you discussed in part (i), explain the way(s) in which your chosen character reveals something important about your chosen theme to you.** (15)

Candidates should identify a character from another comparative text and, with reference to the same theme discussed in part (i) explain the way(s) in which their chosen character reveals something important about their chosen theme to them. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) **“We can find a theme to be more realistic and true-to-life in some texts than in others.”**

In relation to the theme you discussed in part (a) above, compare how realistic and true-to-life you found this theme to be in at least two texts on your comparative course. Support your answer with reference to your chosen texts. (40)

Candidates should compare how realistic and true-to-life they found the same theme discussed in part (a) to be in at least two comparative texts. Answers should be supported with reference to at least two comparative 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 with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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N.B. Use code C on the left-hand margin to indicate where relevant similarities and/or differences are given.

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. What do you learn about Jack from your reading of the above poem?**

Explain your answer with reference to the poem.

(10)

Candidates should outline what they learn about Jack from their reading of the poem. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Jack is tall and thin, with large hands and feet; he enjoys comedy TV programmes and fried food; he appears to be a keen footballer; he will be fifteen years of age on his next birthday; his room is untidy, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Based on what the mother says in the above poem, do you think that she and Jack have a good relationship? Explain your response with reference to the poem. (10)

Candidates should explain why they do or do not think that Jack and his mother have a good relationship. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Jack’s mother tries to share his interests like football and comedy TV; she cooks food he likes; she tries to avoid mentioning topics that would cause friction between them; she tries to respect his tastes – no glitter on his birthday candles; she appears to regret the speed at which he is growing up; she is proud of his prowess as a footballer, etc.

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

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

A BEGIN

1. (a) Identify three images used by the poet in this poem. Which one of your chosen images do you find the most appealing? Explain your answer. (15)

Candidates should identify **three** images from the poem “Begin”, and explain which **one** of their chosen images they find the most appealing. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: A particular image may appeal because – it is drawn from the natural world; it suggests a sense of renewal; it captures an attractive scene/a scene from everyday life; it offers hope/optimism; it expresses wonder at something ordinary; it links the past to the future; it is easy to picture in the mind’s eye, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, is this an uplifting poem? Explain your answer with reference to the poem. (15)

Candidates should explain whether, in their opinion, “Begin” is an uplifting poem, making reference to the poem in their answer. Consideration should be given to the quality of the explanation, the apt use of reference and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may/may not find the poem uplifting because: of the positivity expressed by the poet; his unwavering confidence in the human capacity for renewal; the use of language, including the imagery used; the sense of hope and optimism conveyed throughout; the reference to loneliness, crying birds, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Brendan Kennelly. You have been invited to talk to a Leaving Certificate class about your poem, “Begin”. In your talk you should point out the references to everyday life you have included in your poem, and help the class to understand the meaning of the poem. Write the text of the talk you would give, demonstrating your understanding of the poem.

Candidates should adopt the persona of the poet, Brendan Kennelly. They should write the text of a talk, suitable for delivery to a Leaving Certificate class, in which they point out the references to everyday life in the poem, “Begin”, and help the class to understand the meaning of the poem. Allow for a broad interpretation of the meaning of the poem. The talk should demonstrate candidates’ understanding of the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (ii) **Do you find this poem easy or difficult to understand? Explain your response, supporting your answer with reference to both the language and the content of the poem.**

Candidates should explain whether they find the poem, “Begin”, easy or difficult to understand. Answers should be supported with reference to both the language and content of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may find the poem easy/difficult to understand because of: the use of imagery, including appealing images from the natural world; descriptive language; repetition, assonance and alliteration; inclusive language; use of contrast; its sensual appeal; references to everyday sights and sounds to convey philosophical considerations; eternal questions of life and death explored, etc.

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

- (iii) **Do you think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the above poem? Give reasons for your response. Support your answer with reference to the poem.**

Candidates should give at least two reasons why they do or do not think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the poem, “Begin”. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The poet uses the natural world to teach us hope; we are reminded how we too are part of the natural cycle; the poet’s focus on very ordinary aspects of nature reminds us to enjoy and appreciate our natural environment; the hope provided by each new day dawning teaches us not to despair, to be resilient and start each new day afresh, etc.

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

1. (a) Identify three images used by the poet in this poem. Which one of your chosen images do you find the most appealing? Explain your answer. (15)

Candidates should identify **three** images from the poem “To Daffodils”, and explain which **one** of their chosen images they find the most appealing. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: A particular image may appeal because – it is drawn from the natural world; it captures an attractive scene; it effectively compares human beings with ephemeral nature; it is easy to picture in the mind’s eye; it helps to make abstract concepts concrete; it makes death seem more gentle/less frightening; it helps us to appreciate the brevity of life/the transience of beauty, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, is this an optimistic or a pessimistic poem? Explain your answer with reference to the poem. (15)

Candidates should explain whether, in their opinion, “To Daffodils” is an optimistic or a pessimistic poem, making reference to the poem in their answer. Consideration should be given to the quality of the explanation, the apt use of reference and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may find the poem optimistic/pessimistic because: it reminds us that life/youth is short and fleeting; it reminds us that the world is beautiful but that beauty is short-lived; it reminds us of the inevitability of death; it contains depressing/mournful images/concepts, etc.

2. Answer **ONE** of the following: [Each part carries 20 marks]

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (i) Imagine you are the poet, Robert Herrick. You have been invited to talk to a Leaving Certificate class about your poem, “To Daffodils”. In your talk you should explain how you suggest the rapid passage of time in the poem, and help the class to understand the meaning of the poem. Write the text of the talk you would give, demonstrating your understanding of the poem.

Candidates should adopt the persona of the poet, Robert Herrick. They should write the text of a talk, suitable for delivery to a Leaving Certificate class, in which they explain how the rapid passage of time is suggested in the poem, “To Daffodils”, and help the class to understand the meaning of the poem. Allow for a broad interpretation of the meaning of the poem. The talk should demonstrate candidates’ understanding of the poem.

Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (ii) Do you find this poem easy or difficult to understand? Explain your response, supporting your answer with reference to both the language and the content of the poem.**

Candidates should explain whether they find the poem, “To Daffodils”, easy or difficult to understand. Answers should be supported with reference to both the language and content of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may find the poem easy/difficult to understand because: of the use of personification; inclusion of slightly archaic/unusual words; vivid attractive imagery; inclusive language; short lines and stanzas; apt use of metaphors and similes; eternal questions of life and death are explored, etc.

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

- (iii) Do you think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the above poem? Give reasons for your response. Support your answer with reference to the poem.**

Candidates should give at least two reasons why they do or do not think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the poem, “To Daffodils”. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: In showing us the brief existence of the daffodils the poet teaches us that human life is also brief; the poet uses other references to the natural world to emphasise his message; recognising the brevity of life may encourage us to value it and live it to the full; being reminded of the beauty of the natural world teaches us that we should appreciate our environment; we can also learn not to fear death as we are shown that it is part of the natural cycle of life, etc.

Combined Criteria ex 20	P+C = 12	L + M = 8
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C THE FISH (EXTRACT: Lines 45 – 76)

1. (a) Identify three images used by the poet in this extract. Which one of your chosen images do you find the most appealing? Explain your answer. (15)

Candidates should identify **three** images from the extract from the poem “The Fish” that appears on the examination paper, and explain which **one** of their chosen images they find the most appealing. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: A particular image may appeal because – it is especially detailed/vivid/true to life/tactile; it has photographic qualities; the choice of words is unusual/attractive/clever; of the use of colour; of the effective use of comparison; of how it captures a moment/an emotion, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you find this extract from Bishop’s poem “The Fish” joyful? Explain your answer with reference to the poem. (15)

Candidates should explain whether, in their opinion, the extract from the poem “The Fish” printed on the examination paper is joyful, making reference to the extract in their answer. Consideration should be given to the quality of the explanation, the apt use of reference and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may find the extract joyful/not joyful because: we get to share the poet’s wonder at the beauty of the fish; of her jubilation at catching the one that had so often got away; of the courage and resilience of the fish; of the joy in being out in a boat on a sunny day; of the joy to be taken in the release of the fish; of the suffering of the fish; of the ignominy of reducing such a magnificent creature to captivity; of the damage humans do to nature; of the image of the oil spoiling the environment; of the cruelty involved; of the crude imagery of the hooks and the frayed line, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Elizabeth Bishop. You have been invited to talk to a Leaving Certificate class about the above extract from your poem, “The Fish”. In your talk you should explain what takes place in the extract, and help the class to understand the meaning of the extract. Write the text of the talk you would give, demonstrating your understanding of the extract.

Candidates should adopt the persona of the poet, Elizabeth Bishop. They should write the text of a talk, suitable for delivery to a Leaving Certificate class, in which they explain what

takes place in the extract from the poem, “The Fish”, printed on the examination paper and help the class to understand the meaning of the extract. Allow for a broad interpretation of the meaning of the poem. The talk should demonstrate candidates’ understanding of the extract. Expect implicit or explicit reference to the extract. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (ii) Do you find the above extract from “The Fish” easy or difficult to understand? Explain your response, supporting your answer with reference to both the language and the content of the extract.**

Candidates should explain whether they find the extract from the poem, “The Fish”, printed on the examination paper, easy or difficult to understand. Answers should be supported with reference to both the language and content of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may find the extract easy/difficult to understand because: of the use of vivid, concrete imagery; real life references; of the use of colour; of the narrative elements; the poem has cinematic/photographic quality; of the effective use of adjectives; of the use of repetition; of the inclusion of unusual words; the poet shares a very personal experience, etc.

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

- (iii) Do you think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the above extract? Give reasons for your response. Support your answer with reference to the extract from “The Fish”.**

Candidates should give at least two reasons why they do or do not think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the extract from the poem, “The Fish”, printed on the examination paper. Answers should be supported with reference to the extract. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the poet uses her encounter with the fish to explore the relationship between humans and the natural world; we can learn lessons from the tenacity and survival instincts of the fish; we see the poet’s respect for the fish; her appreciation of its beauty and resilience; we see the importance of being respectful towards other creatures; the poet shows us how we should protect and celebrate the natural world, etc.

Combined Criteria ex 20	P+C = 12	L + M = 8
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D DANIEL'S DUCK (EXTRACT: Lines 7 – 27)

1. (a) Identify three images used by the poet in this extract. Which one of your chosen images do you find the most appealing? Explain your answer. (15)

Candidates should identify **three** images from the extract from the poem “Daniel’s Duck” that appears on the examination paper, and explain which **one** of their chosen images they find the most appealing. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: A particular image may appeal because: it is especially detailed/vivid/true to life/tactile; it has photographic qualities; the choice of words is unusual/attractive/clever; of the use of colour; of the effective use of comparison; of how it captures a moment/an emotion, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you find this extract from Hardie’s poem “Daniel’s Duck” disturbing? Explain your answer with reference to the extract. (15)

Candidates should explain whether, in their opinion, the extract from the poem “Daniel’s Duck” printed on the examination paper is disturbing, making reference to the extract in their answer. Consideration should be given to the quality of the explanation, the apt use of reference and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may/may not find the extract disturbing because: they find the idea of children eating beside the dead bird revolting; the child’s realisation of the nature of death is upsetting; the image of death in the extract is very direct and stark; the imagery of blood is alarming; the descriptions of the dead bird are fascinating; Daniel is learning about the cycle of life/the food chain; the poem is an apt description of rural/farming family life; there is no place there for soft sentiment, even with children, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Kerry Hardie. You have been invited to talk to a Leaving Certificate class about the above extract from your poem, “Daniel’s Duck”. In your talk you should explain what takes place in the extract, and help the class to understand the meaning of the extract. Write the text of the talk you would give, demonstrating your understanding of the extract.

Candidates should adopt the persona of the poet, Kerry Hardie. They should write the text of a talk, suitable for delivery to a Leaving Certificate class, in which they explain

what takes place in the extract from the poem, “Daniel’s Duck”, printed on the examination paper and help the class to understand the meaning of the extract. Allow for a broad interpretation of the meaning of the extract. The talk should demonstrate candidates’ understanding of the extract. Expect implicit or explicit reference to the extract. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (ii) **Do you find the above extract from “Daniel’s Duck” easy or difficult to understand? Explain your response, supporting your answer with reference to both the language and the content of the extract.**

Candidates should explain whether they find the extract from the poem, “Daniel’s Duck”, printed on the examination paper, easy or difficult to understand. Answers should be supported with reference to both the language and content of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may find the poem easy/difficult to understand because: of the use of vivid, concrete imagery; of the real life references; of use of colour; of the narrative elements; of the cinematic/photographic quality; of the effective use of adjectives; of the inclusion of unusual/interesting words; the poet shares a very personal experience; eternal questions of life and death are explored, etc.

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

- (iii) **Do you think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the above extract? Give reasons for your response. Support your answer with reference to the extract from “Daniel’s Duck”.**

Candidates should give at least two reasons why they do or do not think the poet makes effective use of the natural world to teach readers a valuable lesson or lessons in the extract from the poem, “Daniel’s Duck”, printed on the examination paper. Answers should be supported with reference to the extract. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the poet uses the boy’s encounter with the dead duck to explore the concepts of life and death; we learn about the beauty of nature through the detailed description of the duck; the boy’s fascination with the dead duck teaches us about the natural curiosity of children, etc.

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

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT.

<u>Clarity of Purpose</u>	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 of Delivery</u>	Ability to sustain the response over the entire answer	Where appropriate: 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 of Language use</u>	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 appropriate to the task	30
<u>Accuracy of Mechanics</u>	Spelling Grammar	e.g. appropriate levels of accuracy in spelling grammatical patterns appropriate to the register	10

ASSESSMENT CRITERIA – GRADE GRID

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

	O1	O2	O3	O4	O5	O6	O7	O8
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 recording device or a spell-check enabled word processor and other candidates who have been granted an exemption in accordance with the State Examination Commission's RACE manual will have all parts of their examination in English assessed except spelling and written punctuation elements.

A modified marking scheme will apply as follows:

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

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

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

Example:

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

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

Note:

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

In using the Combined Criteria the following will apply:

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

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