



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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.

The list of texts prescribed for assessment in 2022 is set out in the appropriate DES Circular **0002/2020**.

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 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).

MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE – PAPER I

CANDIDATE ANSWERS MORE THAN THE REQUIRED NUMBER OF QUESTIONS IN SECTION I

- Mark all attempts out of full marks.
- The lower mark/s will automatically be disallowed.

CANDIDATE ANSWERS MORE THAN THE REQUIRED NUMBER OF QUESTIONS IN SECTION 2

- Mark all attempts out of full marks.
- The lower mark/s will automatically be disallowed.

PAPER 1

SECTION I

COMPREHENDING

(40 marks)

**N.B. Candidates must answer ONE Question A OR Question B on ONE text.
Questions A and B carry 40 marks each.**

TEXT I – Humans and AI Robots: Friends or Foes?

Question A – 40 marks

- (i) **Based on your reading of TEXT 1, explain what you learned about the changing relationship between humans and artificially intelligent (AI) robots. Make three points in your response. Support your answer with reference to the text. (10)**

Candidates should explain what they learned about the changing relationship between humans and artificially intelligent (AI) robots, based on their reading of TEXT 1. Candidates should make three points in the course of their responses, supporting their answer with reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: AI robots are increasingly useful to humans; some humans have begun to develop emotional bonds with their AI robots; humans now enjoy the company of AI robot pets; we have become increasingly familiar with AI robots such as Alexa and Siri; Sophia acquiring citizenship of Saudi Arabia has significantly changed the nature of the relationship between humans and AI robots; AI robots have relieved humans of the need to undertake some dangerous and unpleasant jobs; our relationship with AI robots may be affected if they pose a significant threat to human jobs; AI robots may provide necessary care and companionship for the elderly in the future, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (ii) **With reference to the text and images IN TEXT 1 above, explain the reasons why you find the possibility of friendship with artificially intelligent robots exciting or frightening or both. (10)**

Candidates explain the reasons why they find the possibility of friendship with artificially intelligent robots exciting or frightening or both, making reference to the text and images in TEXT 1 in the course of their response. Consideration should be given to the quality of the explanation provided and 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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- (iii) (a) What is the most important quality you look for in a friend? Explain why you think this particular quality is important. (10)**

Candidates should identify the most important quality they look for in a friend and explain why they think this quality is so important. Consideration should be given to the quality of the explanation provided and 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) International Friendship Day is celebrated annually in many countries. Explain at least one way in which you think this day could be celebrated in your school or workplace. (10)**

Candidates should explain at least one way in which they think this day could be celebrated in their school or workplace. Consideration should be given to the quality of the explanation provided and 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 – 40 marks

You work for a robotics company and you have been asked to test a new robotic pet called Compu-Cat. Having lived with this artificially intelligent robotic cat for a week, you must submit a report on Compu-Cat, using the following headings: What I liked and disliked about Compu-Cat; How I think Compu-Cat could be improved; Who I think might buy this product. Write the report you would submit.

Candidates should adopt the persona of the employee of a robotics company tasked with living with a robotic cat (Compu-cat) for a week and write a report on the product using the headings listed above. Candidates should deal with all aspects of the task, although not necessarily equally. 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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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

TEXT 2 – SHOULD WE TRY TO BEFRIEND EXTRA-TERRESTRIALS?

Question A – 40 marks

- (i) Based on your reading of TEXT 2, explain what you learned about the possible consequences of contact between humans and aliens. Make three points in your response. Support your answer with reference to the text. (10)

Candidates should explain what they learned about the possible consequences of contact between humans and aliens, based on their reading of TEXT 2. Candidates should make three points in the course of their responses, supporting their answer with reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: There may be positive consequences arising from contact between humans and aliens: aliens may have technology that will help us to solve earthly problems; they may provide us with a different perspective of life on Earth; contact with beings from another world may “hold up a mirror” to ourselves, leading us to think differently about ourselves and each other, etc. There may be negative consequences arising from contact between humans and aliens: the alien race may not come in peace; they may subjugate the human race, perhaps even using us as food; we may inflict deadly diseases on one another that could eliminate both the alien race and us humans, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (ii) With reference to the text and images in TEXT 2 above, explain the reasons why you find the possibility of friendship with extra-terrestrial beings exciting or frightening or both. (10)

Candidates should explain the reasons why they find the possibility of friendship with extra-terrestrial beings exciting or frightening or both, making reference to the text and images in TEXT 2 in the course of their response. Consideration should be given to the quality of the explanation provided and 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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- (iii) (a) What is the most important quality you look for in a friend? Explain why you think this particular quality is important. (10)

Candidates should identify the most important quality they look for in a friend and explain why they think this quality is so important. Consideration should be given to the quality of the explanation provided and 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) International Friendship Day is celebrated annually in many countries. Explain at least one way in which you think this day could be celebrated in your school or workplace. (10)**

Candidates should explain at least one way in which they think this day could be celebrated in their school or workplace. Consideration should be given to the quality of the explanation provided and 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 – 40 marks

It is 3022 and many humans now live on the Moon. You work for an interstellar travel agency, based on the Moon, called GO GALAXY. You have been asked to write the text for a radio advertisement promoting holidays to planet Earth. Write the text for the radio advertisement in which you: outline the many and varied attractions for holiday-makers on planet Earth, explain the different holiday options available through your company and encourage early booking through a range of special offers.

Candidates should adopt the persona of an employee of an interstellar travel agency (GO GALAXY) based on the Moon and should write the text for the radio advertisement in which they: outline the many and varied attractions for holiday-makers on planet Earth, explain the different holiday options available through your company and encourage early booking through a range of special offers. Candidates should deal with all aspects of the task, although not necessarily equally. 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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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

TEXT 3 – A TRUE FRIEND OF THE EARTH

Question A – 40 marks

- (i) Based on your reading of Text 3, explain how Greta Thunberg has benefitted from her work as a climate activist. Make three points in your response. Support your answer with reference to the text. (10)

Candidates should explain how Greta Thunberg has benefitted from her work as a climate activist. Candidates should make three points in the course of their responses, supporting their answer with reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Greta Thunberg has benefitted from her work as a climate activist in the following ways: she has gained international acclaim and recognition; engaging in this work helped her to overcome her childhood shyness and inhibitions; she has gained confidence; she has travelled widely; she has met interesting people; working as a climate activist has enabled Greta to make many friends, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (ii) With reference to the text and images in TEXT 3 above, explain the personal qualities displayed by Greta Thunberg that you think would contribute to making her a good friend. (10)

Candidates should explain the personal qualities displayed by Greta Thunberg that they think would contribute to making her a good friend, making reference to the text and images in TEXT 3 in the course of their response. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: personal qualities displayed by Greta Thunberg in TEXT 3 that could contribute to making her a good friend include: bravery, determination, intelligence, environmental awareness, occasional silliness, keeping up regular contact, appreciation of the value of friends and friendship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (iii) (a) What is the most important quality you look for in a friend? Explain why you think this particular quality is important. (10)**

Candidates should identify the most important quality they look for in a friend and explain why they think this quality is so important. Consideration should be given to the quality of the explanation provided and 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
--------------------------------	----------------	------------------

- (b) International Friendship Day is celebrated annually in many countries. Explain at least one way in which you think this day could be celebrated in your school or workplace. (10)**

Candidates should explain at least one way in which they think this day could be celebrated in their school or workplace. Consideration should be given to the quality of the explanation provided and 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 – 40 marks

Your local climate action group has decided to honour Greta Thunberg with a special award and to invite her to speak at an event at which the award would be presented to her. You have been nominated to write a letter to Greta inviting her to attend this event. In your letter you should: provide some background information about your climate action group, explain the reasons why the group has decided to honour her with a special award and provide her with information and details about the event.

Expect candidates to write a letter to Greta Thunberg inviting her to attend a ceremony and receive an award from their local climate action group. In their letters, candidates should: provide some background information about their climate action group, explain the reasons why the group has decided to honour her with a special award and provide her with information and details about the event. 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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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

SECTION II

COMPOSING

(100 marks)

General

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

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

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

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

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

1. TEXTS 1, 2 and 3 all deal with the theme of Exploring Friendship.

Write a personal essay in which you consider the sort of friend you would like to be, how you think you can best support your friends during difficult times and reflect on how you benefit from being a good friend to others.

Candidates should write in a reflective manner about the sort of friend they would like to be, how they think they can best support their friends during difficult times and reflect on how they benefit from being a good friend to others.

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 reflect on the sort of friend they would like to be, how they think they can best support their friends during difficult times and reflect on how they benefit from being a good friend to others.

Understanding of genre – 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/include 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

2. In TEXT 3 we learn that, as a teenager, Greta Thunberg challenged those in power.

Write a short story, set in an imaginary country, where all of the laws are made by teenagers. Your story may be serious or humorous or both.

Candidates should write a short story set in an imaginary country, where all of the laws are made by teenagers. The story may be serious or humorous or both.

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** set in an imaginary country, where all of the laws are made by teenagers. The story may be serious or humorous or both.
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

3. In TEXT 2, we learn about how alien beings might interact with humans.

Friendly aliens have contacted the European Space Agency and you have been asked to give a talk to a group of our new extra-terrestrial friends in which you explain some of the positive and negative aspects of being human. Write the text of the talk you would give.

Candidates should write a talk, to be delivered to a group of friendly extra-terrestrials, in which they explain some of the positive and negative aspects of being human.

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 talk**, suitable for delivery to a group of friendly extra-terrestrials in which they explain some of the positive and negative aspects of being human.
Understanding of genre – tone and register may be formal or informal but should show an awareness of the intended audience; may include examples/anecdotes/quotations, etc; use inclusive/rhetorical language, etc.
Relevance.
Originality and freshness, etc.
- C:** The extent to which the talk is successfully shaped, sustained and developed; 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. TEXT 1 considers the developing relationship between humans and AI robots.

Write a short story in which a human character teams up with an Artificially Intelligent (AI) robot to solve a mystery.

Candidates should write a short story in which a human character teams up with an Artificially Intelligent (AI) robot to solve a mystery.

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 human character teams up with an Artificially Intelligent (AI) robot to solve a mystery.
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

5. In TEXT 3, we learn that Greta Thunberg was furious about inaction on climate change.

Write a personal essay about some of the major issues and the minor irritations in life that make you furious.

Candidates should write in a reflective manner about some of the major issues and the minor irritations in life that make them furious.

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 reflect on some of the major issues and the minor irritations in life that make them furious.

Understanding of genre – 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 /include 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

6. In TEXT 3, we learn that in 2019, 4 million people across 161 countries participated in a school strike protesting against climate change.

Your school's Student Council has organised a debate amongst students to decide whether or not to participate in the next global school strike against climate change. Write the speech you would give in which you argue either for or against participating in this action.

Candidates should write a speech, in which they argue for or against the participation of their school in the next global school strike against climate change.

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 to a group of students, in which they argue for or against the participation of their school in the next global school strike against climate change.

Understanding of genre – tone and register may be formal or informal but should show an awareness of the intended audience; there should be a persuasive/ argumentative aspect to the writing; may include examples/ anecdotes/quotations, etc; use inclusive/rhetorical language, etc.

Relevance.

Originality and freshness, etc.

- C:** The extent to which the speech is successfully shaped, sustained and developed, 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 read that scientists worldwide search for evidence of extra-terrestrial life.

Irish scientists have discovered that many alien spaceships are heading towards Earth at a phenomenal speed. The aliens' intentions are unknown. Write a front-page article for a national newspaper (either broadsheet or tabloid) in which you break this incredible news to the world.

Candidates should write an article, suitable for publication on the front page of a national newspaper (either broadsheet or tabloid) in which they break the incredible news to the world that Irish scientists have discovered many alien spaceships are heading towards Earth at a phenomenal speed and that the aliens' intentions are unknown.

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 on the front page of a national newspaper (either broadsheet or tabloid) in which they break the incredible news to the world that Irish scientists have discovered many alien spaceships are heading towards Earth at a phenomenal speed and that the aliens' intentions are unknown.

Understanding of genre – The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register should be suited to either a broadsheet or tabloid newspaper and the article should be suitable for publication on the front page of a national newspaper.

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

Paper Two

Section I

Single Text

70 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.

N.B. Rubrics 2022 – SECTION I SINGLE TEXT

Candidates are required to answer any two of the four questions set on each of the Single Texts.

Each question carries 35 marks.

A By the Bog of Cats – Marina Carr

1. (a) Identify a relationship, between two characters, that you found fascinating in Marina Carr's play, *By the Bog of Cats*. Explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)

Candidates should identify a relationship between two characters in Marina Carr's play, *By the Bog of Cats*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- Carthage should share some of the blame for Hester's actions.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Marina Carr's play, *By the Bog of Cats*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Carthage should share some of the blame for Hester's actions. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Agree – Carthage should share some of the blame for Hester's actions because: he failed to handle the ending of their relationship well; he provoked Hester by attempting to evict her from her home; he taunts her by visiting in his wedding attire; he invites Josie to his wedding without Hester's consent; he took money from Hester to buy land; he threatens to "mow [Hester] down" or have her declared an unfit mother resulting in Caroline Cassidy raising Josie; he threatens to reveal the truth about Joseph's death; Hester claims he broke promises he made to her, etc.

Disagree – Carthage should not share some of the blame for Hester's actions: Hester completely overreacted to Carthage's actions; she would not allow him to move on with his life; he attempts to pay her back the "blood money"; she is madly jealous of his relationship with Caroline and behaves irrationally; Hester's problems were exasperated by her drinking, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. As the director of an amateur drama group, you have been interviewed by a local radio station ahead of the opening night of your production of Marina Carr's play, *By the Bog of Cats*. In the interview you were asked to:

- give listeners an overview of what the play is about
- explain the greatest challenge you had to overcome in staging the play
- give reasons why you think listeners should go to see the production.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Marina Carr's play, *By the Bog of Cats*.

Candidates should adopt the persona of the director of an amateur drama group about to stage a production of Marina Carr's play, *By the Bog of Cats*, and write the text of a radio interview during which the director gives listeners an overview of what the play is about, explains the greatest challenge overcome in staging the play and gives reasons why listeners should go to see the production. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the

response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. **Marina Carr’s play, *By the Bog of Cats*, has been described as, “cruel, frightening and unforgettable”. Explain the reasons why you do or do not agree that this is an accurate description of the play. Support your answer with reference to the text.**

Candidates should explain the reasons why they do or do not agree that Marina Carr’s play, *By the Bog of Cats*, can be accurately described as “cruel, frightening and unforgettable”. Candidates are free to agree wholly or in part with this description of the play, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the play might be accurately described as “cruel, frightening and unforgettable” because: of the level of violence and cruelty evident; the bizarre/vile/nasty/cruel/compelling nature of many of the characters; the personification of death; the universal nature of the themes etc. **Disagree:** Candidates may not find the play cruel and/or frightening and/or unforgettable because: they find it fascinating; it provides valuable insights into human nature; the dark humour is entertaining; it is far-fetched/unbelievable; the themes are not of interest; it is dated/old fashioned, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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B All the Light We Cannot See – Anthony Doerr

1. (a) Identify a relationship, between two characters, in Anthony Doerr's novel, *All the Light We Cannot See*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)

Candidates should identify a relationship between two characters in Anthony Doerr's novel, *All the Light We Cannot See*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:
- **Werner Pfennig is an entirely evil character.**

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Anthony Doerr's novel, *All the Light We Cannot See*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Werner Pfennig is an entirely evil character. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Agree – Werner Pfennig is an entirely evil character because: he failed to defend his friend Frederick against the bullies; he allows his skills to be used in the Nazi war effort; he is a Nazi, etc. **Disagree – Werner Pfennig is not an entirely evil character because:** he regrets not defending Frederick and visits him; he is haunted by the consequences of his actions; he protects Marie-Laure and her family by not revealing Etienne's broadcast, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. You are Marie-Laure LeBlanc and you have been interviewed for a radio documentary about people who lived through World War II. In the interview you were asked to:

- give listeners a sense of what your life was like before the war
- explain how your life changed during the course of the war
- share some of your most vivid memories from the war years.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Anthony Doerr's novel, *All the Light We Cannot See*.

Candidates should adopt the persona of Marie-Laure LeBlanc, and write the text of a radio interview during which Marie-Laure gives listeners a sense of what her life was like before the war, explains how her life changed during the course of the war and shares some of her most vivid memories from the war years. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. **Anthony Doerr’s novel, *All the Light We Cannot See*, has been described as, “realistic, frightening and inspiring”. Explain the reasons why you do or do not agree that this is an accurate description of the novel. Support your answer with reference to the text.**

Candidates should explain the reasons why they do or do not agree that Anthony Doerr’s novel, *All the Light We Cannot See*, can be accurately described as “realistic, frightening and inspiring”. Candidates are free to agree wholly or in part with this description of the novel, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Agree: the novel might be accurately described as, “realistic, frightening and inspiring” because: of the level of violence and cruelty evident; the vile/nasty/cruel/brave/kind nature of many of the characters; the accurate portrayal of what life was like before, during and after World War II; the parallels that can be drawn with contemporary conflicts, etc. **Disagree:** Candidates may not find the novel realistic and/or frightening and/or inspiring because: aspects of the story are too far-fetched/unbelievable; the ending is unsatisfactory; the portrayal of some of the characters is unrealistic/unconvincing, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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C Room – Emma Donoghue

- 1. (a) Identify a relationship, between two characters, in Emma Donoghue's novel , *Room*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)**

Candidates should identify a relationship between two characters in Emma Donoghue's novel, *Room*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)**

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)**

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- Ma and Jack were treated very badly by the media in Emma Donoghue's novel, *Room*.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Emma Donoghue's novel, *Room*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Ma and Jack were treated very badly by the media in Emma Donoghue's novel, *Room*. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Agree – Ma and Jack were treated very badly by the media: it is intrusive – when they are rushed to the police station after their rescue there was a crowd of reporters waiting there; Jack sees pictures of himself and Ma on the news as soon as they arrive in the clinic; the media invades their privacy – the lawyer, Morris, tells Ma she could sue the newspapers for breach of privacy; when relaxing in the clinic's garden, they spot a media helicopter trying to take photos of them and have to rush inside; media personnel are condescending – during the television interview the interviewer suggested Ma was selfish keeping Jack with her in Room; their behaviour contributed to Ma taking an overdose; etc. **Disagree – Ma and Jack were not treated very badly by the media:** Ma and Jack's story is one of human interest, such stories are a regular feature in the media; it is in the public's interest to report on stories such as theirs; Ma agreed to the television interview despite Dr Clay's advice to the contrary, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. You are Police Officer Oh and you have been interviewed as part of a radio documentary about the rescue of Ma and Jack. In the interview you were asked to:

- give some information about how Ma was rescued after Jack's escape from Room
- describe the conditions under which Ma and Jack were forced to live in Room
- share the impression you formed of both Ma and Jack.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Emma Donoghue's novel, *Room*.

Candidates should adopt the persona of Police Officer Oh, and write the text of a radio interview for a documentary about the rescue of Ma and Jack in which Officer Oh gives some information about how Ma was rescued after Jack's escape from Room, describes

the conditions under which Ma and Jack were forced to live in Room and shares the impression she formed of both Ma and Jack. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. **Emma Donoghue’s novel, *Room*, has been described as, “realistic, disturbing and unforgettable”. Explain the reasons why you do or do not agree that this is an accurate description of the novel. Support your answer with reference to the text.**

Candidates should explain the reasons why they do or do not agree that Emma Donoghue’s novel, *Room*, can be accurately described as “realistic, disturbing and unforgettable”. Candidates are free to agree wholly or in part with this description of the novel, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the novel might be accurately described as, “realistic, disturbing and unforgettable” because: it is based on a true-life story; abductions are a disturbing reality of contemporary life; some of the characters are realistic/convincing/disturbing; the world in which the text is set is authentic; the plot/characters/writing, etc. are unforgettable, etc. **Disagree:** Candidates may not find the novel realistic and/or disturbing and/or unforgettable because: aspects of the story are far-fetched/unbelievable; the ending unsatisfactory; the portrayal of some of the characters unrealistic/unconvincing, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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D Philadelphia, Here I Come! – Brian Friel

1. (a) Identify a relationship, between two characters, in Brian Friel's play, *Philadelphia, Here I Come!*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)

Candidates should identify a relationship between two characters in Brian Friel's play, *Philadelphia, Here I Come!*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- We feel enormous sympathy for Madge.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Brian Friel's play, *Philadelphia, Here I Come!*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: We feel enormous sympathy for Madge. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: We do/do not feel enormous sympathy for Madge because: her close, almost maternal relationship with Gar is unacknowledged; she behaves like a family member but only has the status of a housekeeper; her opinion is never sought; she is respected and well treated within the O'Donnell household; her situation is better than/worse than/no worse than many women in Ireland at that time; she will be very lonely if/when Gar moves to Philadelphia, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. As the director of an amateur drama group, you have been interviewed by a local radio station ahead of the opening night of your production of Brian Friel's play, *Philadelphia, Here I Come!*. In the interview you were asked to:

- give listeners an overview of what the play is about
- explain the greatest challenge you had to overcome in staging the play
- give reasons why you think listeners should go to see the production.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Brian Friel's play, *Philadelphia, Here I Come!*.

Candidates should adopt the persona of the director of an amateur drama group about to stage a production of Brian Friel's play, *Philadelphia, Here I Come!*, and write the text of a radio interview during which the director gives listeners an overview of what the play is about, explains the greatest challenge overcome in staging the play and gives reasons why listeners should go to see the production. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. Brian Friel's play, *Philadelphia, Here I Come!*, has been described as, "realistic, moving and unforgettable". Explain the reasons why you do or do not agree that this is an accurate description of the play. Support your answer with reference to the text.

Candidates should explain the reasons why they do or do not agree that Brian Friel's play, *Philadelphia, Here I Come!*, can be accurately described as "realistic, moving and unforgettable". Candidates are free to agree wholly or in part with this description of the play, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the play might be accurately described as "realistic, moving and unforgettable" because: emigration was a common experience in Ireland at the time; the relationships between the characters are moving/convincing; many parents and children have difficulty communicating; the portrayal of the community/family/the world of the play/the role of women at the time is authentic; the concept of public/private Gar is brilliant/cinematic/memorable, etc. **Disagree:** Candidates may not find the play realistic and/or moving and/or unforgettable because they find: aspects of the plot far-fetched/ unbelievable; the ending unsatisfactory; the portrayal of some of the characters unrealistic/unconvincing; the themes are not of interest; the play is dated/old fashioned, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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E A Doll's House – Henrik Ibsen

- 1. (a) Identify a relationship, between two characters, in Henrik Ibsen's play, *A Doll's House*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)**

Candidates should identify a relationship between two characters in Henrik Ibsen's play, *A Doll's House*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)**

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)**

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- Nora was right to leave her family at the end of the play.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Henrik Ibsen's play, *A Doll's House*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Nora was right to leave her family at the end of the play. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Nora was/was not right to leave her family at the end of the play because: her marriage to Torvald Helmer was not an equal/happy one; Torvald treated her like a child; he did not appreciate/respect what she had done for him; she should /could have tried harder to save her marriage; she was right/wrong to abandon her young children; she acted with undue haste; she had no plan for the future – how would she manage?; she would face public disgrace/rejection/opprobrium for leaving her family, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. As the director of an amateur drama group, you have been interviewed by a local radio station ahead of the opening night of your production of Henrik Ibsen's play, *A Doll's House*. In the interview you were asked to:

- give listeners an overview of what the play is about
- explain the greatest challenge you had to overcome in staging the play
- give reasons why you think listeners should go to see the production.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Ibsen's play, *A Doll's House*.

Candidates should adopt the persona of the director of an amateur drama group about to stage a production of Henrik Ibsen's play, *A Doll's House*, and write the text of a radio interview during which the director gives listeners an overview of what the play is about, explains the greatest challenge overcome in staging the play and gives reasons why listeners should go to see the production. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. Henrik Ibsen's play, *A Doll's House*, has been described as, "thought-provoking, disturbing and unforgettable". Explain the reasons why you do or do not agree that this is an accurate description of the play. Support your answer with reference to the text.

Candidates should explain the reasons why they do or do not agree that Henrik Ibsen's play, *A Doll's House*, can be accurately described as "thought-provoking, disturbing and unforgettable". Candidates are free to agree wholly or in part with this description of the play, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the play might be accurately described as, "thought-provoking, disturbing and unforgettable" because: it provides the audience with a thought-provoking exploration of the lives/role/status of women at the time; it is disturbing that Nora is forced to deceive her husband and commit a crime in order to raise money to save her husband's life; Nora Helmer is an unforgettable character – brave/cunning/deceptive/clever, etc. **Disagree:** Candidates may not find the play thought-provoking and/or disturbing and/or unforgettable because they find: aspects of the plot too far-fetched/unbelievable; the ending unsatisfactory; the portrayal of some of the characters unrealistic/unconvincing; the themes are not of interest; the play is dated/too old fashioned, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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F Othello – William Shakespeare

1. (a) Identify a relationship, between two characters, in Shakespeare's play, *Othello*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)

Candidates should identify a relationship between two characters in Shakespeare's play *Othello*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- Iago is not particularly clever, he is just extremely lucky.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Shakespeare's play, *Othello*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Iago is not particularly clever, he is just extremely lucky. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Iago demonstrates his cleverness through his manipulation of other characters – Othello/Emilia/Cassio/Roderigo – never missing an opportunity to use others to advance his ambitions; he understands and brilliantly exploits the weaknesses and vulnerabilities of others e.g. Othello's trusting nature and lack of insider knowledge /Roderigo's infatuation with Desdemona/Cassio's desperate need to regain his position, etc.; he is a quick-witted master strategist and a Machiavellian schemer e.g. encouraging Cassio to drink to excess, carefully positioning Othello to overhear a staged conversation he conducts with Cassio, etc.; he cleverly lends a sympathetic ear to everyone and uses the information he gleans against them; he cunningly conceals his true nature, convincing Othello, Cassio and Roderigo that he is "honest Iago", whilst plotting against them. Iago relies on luck as he lacks a master plan; he is overly dependent on opportunism; he is fortunate that events unfold in his favour e.g. Cassio's drunken episode, Desdemona loses her handkerchief/Emilia finds it etc.; he is destroyed when his luck runs out and his wickedness is uncovered, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. As the director of an amateur drama group, you have been interviewed by a local radio station ahead of the opening night of your production of Shakespeare's play, *Othello*. In the interview you were asked to:

- give listeners an overview of what the play is about
- explain the greatest challenge you had to overcome in staging the play
- give reasons why you think listeners should go to see the production.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Shakespeare's play, *Othello*.

Candidates should adopt the persona of the director of an amateur drama group about to stage a production of Shakespeare's play, *Othello*, and write the text of a radio interview during which the director gives listeners an overview of what the play is about, explains the greatest challenge overcome in staging the play and gives reasons why listeners should go to see the production. Consideration should be given to the quality of the

interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. **Shakespeare's play, *Othello*, has been described as, "thought-provoking, disturbing and unforgettable". Explain the reasons why you do or do not agree that this is an accurate description of the play. Support your answer with reference to the text.**

Candidates should explain the reasons why they do or do not agree that Shakespeare's play, *Othello*, can be accurately described as "thought-provoking, disturbing and unforgettable". Candidates are free to agree wholly or in part with this description of the play, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Agree: the play might be accurately described as, "thought-provoking, disturbing and unforgettable" because: it provides the audience with a thought-provoking exploration of the lives/role/status of women at the time; the play depicts a number of disturbing/manipulative/abusive/disrespectful/unequal relationships; the play contains a number unforgettable characters including Othello, Iago, Desdemona, etc.; the play's themes e.g. racism, misogyny, jealousy, etc. are thought-provoking and/or disturbing and/or unforgettable. **Disagree:** Candidates may not find the play thought-provoking and/or disturbing and/or unforgettable because they find: aspects of the plot too far-fetched/unbelievable; the ending unsatisfactory; the portrayal of some of the characters unrealistic/unconvincing; the themes are not of interest; the play is dated/old-fashioned, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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G Frankenstein – Mary Shelley

1. (a) Identify a relationship, between two characters, in Mary Shelley's novel, *Frankenstein*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)

Candidates should identify a relationship between two characters in Mary Shelley's novel, *Frankenstein*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: the relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- It is difficult to feel any sympathy for Victor Frankenstein.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Mary Shelley's novel, *Frankenstein*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: It is difficult to feel any sympathy for Victor Frankenstein. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Agree – It is difficult to feel any sympathy for Victor Frankenstein because: he behaves in an irresponsible/immoral/selfish/cowardly/arrogant way; he failed to take responsibility for the creature he creates; his actions cause pain, injury and even death to others e.g. William Frankenstein, Justine Moreitz, Henry Clerval, Elizabeth Lavenza, his parents; he frequently lied and/or failed to be truthful, etc. **Disagree – It is not difficult to feel sympathy for Victor Frankenstein:** he did not intentionally set out to cause harm; he was driven by the spirit of scientific research and development that characterised the time; he was clearly terrified by the monster he had created, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. You are Robert Walton and you have been interviewed for a newspaper article about your encounter with Victor Frankenstein. In the interview you were asked to:

- explain to readers how you came to meet Victor Frankenstein
- give readers an insight into aspects of his character
- share some of the extraordinary things that he told you.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Mary Shelley's novel, *Frankenstein*.

Candidates should adopt the persona of Robert Walton, and write the text of an interview Robert Walton gave for a newspaper article in which he explained to readers how he came to meet Victor Frankenstein, give readers an insight into aspects of Frankenstein's character and share some of the extraordinary things he was told by Victor Frankenstein. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. Mary Shelley's novel, *Frankenstein*, has been described as, "thought-provoking, disturbing and unforgettable". Explain the reasons why you do or do not agree that this is an accurate description of the novel. Support your answer with reference to the text.

Candidates should explain the reasons why they do or do not agree that Mary Shelley's novel, *Frankenstein*, can be accurately described as "thought-provoking, disturbing and unforgettable". Candidates are free to agree wholly or in part with this description of the novel, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the novel might be accurately described as, "thought-provoking, disturbing and unforgettable" because: of some of the themes/issues explored; some of the characters are disturbing/unforgettable; the contemporary relevance of some of the issues; the plot/characters/writing, etc. are unforgettable, etc. **Disagree:** Candidates may not find the novel thought-provoking and/or disturbing and/or unforgettable because they find: aspects of the story too far-fetched/unbelievable; the ending unsatisfactory; the portrayal of some of the characters unrealistic/unconvincing; the narrative is dated/old fashioned/unrealistic, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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H The Lauras – Sara Taylor

1. (a) **Identify a relationship, between two characters, in Sara Taylor's novel, *The Lauras*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text.** (10)

Candidates should identify a relationship between two characters in Sara Taylor's novel, *The Lauras*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) **Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text.** (10)

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) **Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text.** (15)

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: The relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- Alex's mother should not have taken Alex on an unnecessary and dangerous adventure.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Sara Taylor's novel, *The Lauras*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Alex's mother should not have taken Alex on an unnecessary and dangerous adventure. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Agree – Alex's mother should not have taken Alex on an unnecessary and dangerous adventure because: Alex was exposed to a variety of unpleasant/dangerous/harmful, etc. experiences during the course of the adventure; Alex was not consulted about participating; Alex's normal life/education was interrupted; the relationship between Alex and Alex's father was affected by Alex's disappearance, etc.

Disagree – Alex's mother was right to have taken Alex on an unnecessary and dangerous adventure because: it cemented/enriched the relationship between the mother and teenager; Alex gained: valuable life experience, experienced personal growth, travelled widely across America, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. You are Alex and you have been interviewed for a series of radio documentaries about interesting journeys. In the interview you were asked to:

- explain the purpose of the journey undertaken by you and your mother
- give listeners an overview of some of the places you travelled to together
- share some of the important lessons you learned during the course of the journey.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Sara Taylor's novel, *The Lauras*.

Candidates should adopt the persona of Alex and write the text of a radio interview Alex gave which contributed to a series of radio documentaries about interesting journeys in which Alex explained to listeners the purpose of the journey undertaken, gave an overview of some of the places they travelled to together and shared some of the important lessons learned during the course of the journey. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. Sara Taylor's novel, *The Lauras*, has been described as, "thought-provoking, disturbing and realistic". Explain the reasons why you do or do not agree that this is an accurate description of the novel. Support your answer with reference to the text.

Candidates should explain the reasons why they do or do not agree that Sara Taylor's novel, *The Lauras*, can be accurately described as "thought-provoking, disturbing and realistic". Candidates are free to agree wholly or in part with this description of the novel, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the text might be accurately described as, "thought-provoking, disturbing and realistic" due to: the nature of the themes explored/the characterisation/aspects of the setting/the contemporary relevance of some of the issues raised in the text/the nature of the writing, etc. **Disagree:** Candidates may not find the text thought-provoking and/or disturbing and/or realistic because they find: aspects of the story too far-fetched/unconvincing; the ending unsatisfactory; the portrayal of some of the characters unrealistic; aspects of the narrative unrealistic, unconvincing, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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I The Picture of Dorian Gray – Oscar Wilde

- 1. (a) Identify a relationship, between two characters, in Oscar Wilde's novel, *The Picture of Dorian Gray*, that you found fascinating and explain one reason why this relationship fascinated you. Support your answer with reference to the text. (10)**

Candidates should identify a relationship between two characters in Oscar Wilde's novel, *The Picture of Dorian Gray*, that they found fascinating and should explain one reason why this relationship fascinated them. Consideration should be given to the quality of the explanation 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: A relationship in the text may be fascinating because: it involves two very different/colourful characters; the relationship is complex; one or both of the characters behave(s) in a surprising/unlikely/unexpected way; there is evidence of betrayal or disloyalty in the relationship; traditional roles are not in evidence in the relationship; there is conflict or tension in the relationship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify a moment in the text which revealed something important about this relationship and explain what this moment taught you about the relationship. Support your answer with reference to the text. (10)**

Candidates should identify a moment in the text which revealed something important about the relationship they identified and explain what this moment taught them about the relationship. 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: A moment might reveal the relationship is weak/strong/toxic/supportive/equal/unequal/unusual/loving/damaging, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Did this relationship change or remain the same during the course of the text? Explain your answer with reference to the text. (15)**

Candidates should explain whether the relationship they have identified changed or remained the same throughout 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: The relationship may evolve/end/improve/worsen/remain the same, etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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2. Write the text of a talk you would deliver to your English class in which you explain the reasons why you do or do not agree with the following assertion:

- Lord Henry Wotton should share some of the blame for Dorian Gray's actions.

Make three points in your response. Your talk should demonstrate your knowledge and understanding of Oscar Wilde's novel, *The Picture of Dorian Gray*.

Candidates should write the text of a talk for delivery to their English class in which they make three points agreeing or disagreeing with the assertion: Lord Henry Wotton should share some of the blame for Dorian Gray's actions. Consideration should be given to the relevance of the points raised, the knowledge and understanding 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: Agree –Lord Henry Wotton should share some of the blame for Dorian Gray's actions: he deliberately sets out to corrupt Dorian; he urges Dorian to be selfish and to seek a "new Hedonism"; he makes Dorian fear growing old and losing his youthful beauty thereby encouraging Dorian to seek to prolong his youth through dubious means; Wotton lures Dorian away from the more benign influence of Basil Hallward and sets himself up as Dorian's Faustian mentor; he lends Dorian a copy of the "yellow book", a French novel which promotes and endorses decadent behaviour, thereby encouraging some of Dorian's more outrageous actions, etc.

Disagree – Lord Henry Wotton should not share some of the blame for Dorian Gray's actions: Wotton did not force Dorian to do anything, Dorian acted at all times in line with his own conscience/free will; he was not party to the planning or the execution of Dorian's heinous crimes; Wotton was not aware of many aspects of Dorian's life, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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3. You are Dorian Gray's servant, Francis, and you have been interviewed for a newspaper article about Dorian Gray, following his recent death in mysterious circumstances. In the interview you were asked to:

- give readers an insight into aspects of Dorian Gray's character
- describe the lifestyle of your former employer
- share some of the strange or unusual things you had noticed about him.

Write the text of the interview you gave. Your interview should demonstrate your knowledge and understanding of Oscar Wilde's novel, *The Picture of Dorian Gray*.

Candidates should adopt the persona of Dorian Gray's servant, Francis, and write the text of the interview Francis gave to a newspaper in which he gave readers an insight into aspects of Dorian Gray's character, described the lifestyle of his former employer and shared some of the strange or unusual things Francis had noticed about Dorian Gray. Consideration should be given to the quality of the interview text provided, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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4. Oscar Wilde's novel, *The Picture of Dorian Gray*, has been described as, "far-fetched, frightening and highly entertaining". Explain the reasons why you do or do not agree that this is an accurate description of the novel. Support your answer with reference to the text.

Candidates should explain the reasons why they do or do not agree that Oscar Wilde's novel, *The Picture of Dorian Gray*, can be accurately described as "far-fetched, frightening and highly entertaining". Candidates are free to agree wholly or in part with this description of the novel, based on their personal response to the text. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: **Agree:** the text might be accurately described as, "far-fetched, frightening and highly entertaining" due to: the nature of the themes explored/the characterisation/aspects of the plot/setting/the contemporary relevance of some of the issues raised in the text/the nature of the writing, etc. **Disagree:** Candidates may not find the text far-fetched and/or frightening and/or highly entertaining because they find: aspects of the story too far-fetched/unbelievable; the ending unsatisfactory; the portrayal of some of the characters unrealistic/unconvincing; aspects of the narrative dated/old fashioned, etc.

Discrete Criteria ex 35	P = 11	C = 11	L = 11	M = 2
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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 outlined above, is used in a question that demands reference to one text only, no mark is awarded.
- If an invalid text, as outlined 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. 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.

Candidates must answer **ONE** question from **either A – Social Setting B – Relationships or C – Hero, Heroine, Villain**.

A SOCIAL SETTING

1. (a) (i) Name *one* comparative text you have studied. Identify an aspect of the social setting of this text you would like to change if you had the power to do so. Explain why you would choose to make this particular change. Support your answer with reference to the text. (15)

Candidates should name one comparative text they have studied and identify an aspect of the social setting of this text they would like to change if they had the power to do so. Candidates should explain why they would choose to make this particular change. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and 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. Identify an aspect of the social setting of this text you would like to change if you had the power to do so. Explain why you would choose to make this particular change. Support your answer with reference to the text. (15)

Candidates should name another comparative text they have studied and identify an aspect of the social setting of this text they would like to change if they had the power to do so. Candidates should explain why they would choose to make this particular change. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and 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) Compare the reasons why you would or would not like to live in the world you encountered in each of *at least two* texts on your comparative course. Support your answer with reference to the social settings evident in your chosen texts. (40)

Candidates should compare the reasons why they would or would not like to live in the world they encountered in each of at least two texts on their comparative course. Answers should be supported by reference to their chosen texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Also pay attention to all aspects of the response with regard to the Criteria for Assessment.

N.B. Use code C to indicate where relevant similarities and/or differences are given.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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OR

2. (a) (i) Name *one* comparative text you have studied and identify an aspect of the social setting in this text that surprised or shocked you. Explain what you found surprising or shocking about this aspect of the social setting. Support your answer with reference to the text. (15)

Candidates should name one comparative text they have studied, and identify an aspect of the social setting in this text that surprised or shocked them. Candidates should explain what they found surprising or shocking about this aspect of the social setting.

Consideration should be given to the quality of the explanation and to 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 an aspect of the social setting in this text that surprised or shocked you. Explain what you found surprising or shocking about this aspect of the social setting. Support your answer with reference to the text. (15)

Candidates should name another comparative text they have studied, and identify an aspect of the social setting in this text that surprised or shocked them. Candidates should explain what they found surprising or shocking about this aspect of the social setting.

Consideration should be given to the quality of the explanation and to 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) Compare the reasons why you would or would not like to live in the world you encountered in each of *at least two texts* on your comparative course. Support your answer with reference to the social settings evident in your chosen texts. (40)

Candidates should compare the reasons why they would or would not like to live in the world they encountered in each of at least two texts on their comparative course. Answers should be supported by reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Also pay attention to all aspects of the response with regard to the Criteria for Assessment.

N.B. Use code C to indicate where relevant similarities and/or differences are given.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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B RELATIONSHIPS

1. (a) (i) Name *one* of the comparative texts you have studied and identify a relationship in it. Use one or more key moments to help explain whether this was an equal or an unequal relationship. Support your answer with reference to the text. (15)

Candidates should name one of the comparative texts they have studied and identify a relationship in it. Candidates should use one or more key moments to explain whether this was an equal or an unequal relationship. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation provided, 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.

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 help explain whether this was an equal or an unequal relationship. Support your answer with reference to the text. (15)

Candidates should name another of the comparative texts they have studied, identify a relationship in it, and explain whether this was an equal or an unequal relationship. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation provided, 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.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Identify one relationship in each of *at least two* texts on your comparative course. Compare what you learned about developing positive relationships from studying both the good and the bad aspects of the relationships you have identified. Support your answer with reference to your chosen texts. (40)

Candidates should identify one relationship in each of at least two comparative texts and compare what they learned about developing positive relationships from studying both the good and the bad aspects of the relationships they identified. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Also pay attention to all aspects of the response with regard to the Criteria for Assessment.

N.B. Use code C to indicate where relevant similarities and/or differences are given.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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OR

2. (a) (i) Name *one* text you studied as part of your comparative course and identify a relationship in it. Outline one piece of advice you would offer to those involved in this relationship at an important moment in their relationship. Explain why you think this advice would be helpful at this time. Support your answer with reference to the text. (15)

Candidates should name one comparative text, identify a relationship in it, and outline one piece of advice they would offer to those involved in this relationship at an important moment in their relationship. Candidates should explain why they think this advice would be helpful at this time. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and to 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* text you studied as part of your comparative course and identify a relationship in it. Outline one piece of advice you would offer to those involved in this relationship at an important moment in their relationship. Explain why you think this advice would be helpful at this time. Support your answer with reference to the text. (15)

Candidates should name one comparative text, identify a relationship in it, and outline one piece of advice they would offer to those involved in this relationship at an important moment in their relationship. Candidates should explain why they think this advice would be helpful at this time. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and to 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) Identify one relationship in each of *at least two* texts on your comparative course. Compare what you learned about developing positive relationships from studying both the good and the bad aspects of the relationships you have identified. Support your answer with reference to your chosen texts (40)

Candidates should identify one relationship in each of at least two comparative texts and compare what they learned about developing positive relationships from studying both the good and the bad aspects of the relationships they identified. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Also pay attention to all aspects of the response with regard to the Criteria for Assessment.

N.B. Use code C to indicate where relevant similarities and/or differences are given.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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C HERO, HEROINE, VILLAIN

1. (a) (i) Name *one* text on your comparative course and identify a hero or a heroine or a villain you studied in it. Explain at least one reason why you do or do not believe this character is a good role model for teenagers. Support your answer with reference to your chosen text. (15)

Candidates should name one of their comparative texts, identify a hero, heroine or villain they studied in it and explain at least one reason why they do or do not believe this character is a good role model for teenagers. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation provided and 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* text on your comparative course and identify a hero or a heroine or a villain you studied in it. Explain at least one reason why you do or do not believe this character is a good role model for teenagers. Support your answer with reference to your chosen text. (15)

Candidates should name another of their comparative texts, identify a hero, heroine or villain they studied in it and explain at least one reason why they do or do not believe this character is a good role model for teenagers. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation provided and 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) Most characters, whether heroic or villainous, possess some kind of flaw or weakness. Identify a hero, heroine or villain from each of *at least two* texts on your comparative course and compare the flaws or weaknesses evident in each of these characters. Support your answer with reference to your chosen texts. (40)

Candidates should identify a hero, heroine or villain from each of at least two texts on their comparative course and compare the flaws or weaknesses evident in each of these characters. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Also pay attention to all aspects of the response with regard to the Criteria for Assessment.

N.B. Use code C to indicate where relevant similarities and/or differences are given.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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OR

2. (a) (i) Name *one* of your comparative texts and identify a hero, heroine or villain in it. Use one or more key moments to demonstrate how this character helped to make this text dramatic or exciting. (15)

Candidates should name one comparative text and identify a hero, heroine or villain in it. Candidates should use one or more key moments to demonstrate how this character helped to make this text dramatic or exciting. 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 hero, heroine or villain in it. Use one or more key moments to demonstrate how this character helped to make this text dramatic or exciting. (15)

Candidates should name another comparative text, and identify a hero, heroine or villain in it. Candidates should use one or more key moments to demonstrate how this character helped to make this text dramatic or exciting. 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) Most characters, whether heroic or villainous, possess some kind of flaw or weakness. Identify a hero, heroine or villain from each of *at least two* texts on your comparative course and compare the flaws or weaknesses evident in each of these characters. Support your answer with reference to your chosen texts. (40)

Candidates should identify a hero, heroine or villain from each of at least two texts on their comparative course and compare the flaws or weaknesses evident in each of these characters. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Also pay attention to all aspects of the response with regard to the Criteria for Assessment.

N.B. Use code C to indicate where relevant similarities and/or differences are given.

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

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

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

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

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

UNSEEN POEM (20 marks)

- 1. Based on your reading of the above poem, explain how you know that the poet loved books and reading when she was young. Support your answer with reference to the poem. (10)**

Candidates should explain how they know that the poet loved books and reading when she was young. 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: The poet’s excitement and enthusiasm – use of verbs “ran” and “charged”; her sense of awe and wonder on boarding the bus – “smell of books stacked on shelves”; “with names and words I longed to know.”; reading captured her imagination – “floated out over the Sperrins to forests in Germany, rabbit holes in England, “darkest Peru ...”; reading consumed her free time – “read them on the back doorstep..”; “took them down fields on sunny days...”; reading was a means of escape – “my passport out”, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- 2. Identify two images from the above poem that you found attractive or appealing. Explain why you found these images to be attractive or appealing. (10)**

Candidates should identify two images from the unseen poem that they found attractive or appealing and explain why they found these images to be attractive or appealing. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Use of clever simile to describe being curled up reading – “curled like a comma on the bed...”; visual and engaging; use of sensuous imagery to transport the reader into the mobile library – “smell of books...” “The north wind rocked the van...”; use of sensuous imagery to evoke the sense of place - “smell of books stacked on shelves...”; auditory imagery which helps to create the children’s sense of excitement when the mobile library arrives – “clanged up three metal treads...”; visual imagery creates a vivid picture of the poet’s experiences – “as we sat cross-legged, floated out over the Sperrins....”, 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 – F)

A The Lake Isle of Innisfree – W.B. Yeats

- 1. (a) What impression of the island of Innisfree do you form from reading this poem? Support your answer with reference to the poem. (15)**

Candidates should outline the impression of the island of Innisfree they form from reading this poem. Allow for a wide range of responses. 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: remote/beautiful/idyllic/magical/a natural paradise/a spiritual place/strange/isolated/primitive, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, which of the following word or words best describe(s) the feelings Innisfree inspires in Yeats? Longing Love Calm.**

Support your answer with reference to the poem. (15)

Candidates should explain which of the following word or words – Longing/Love/Calm – in their opinion best describe(s) the feelings Innisfree inspires in Yeats, supporting their answer 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.

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) **Identify your two favourite stanzas from the above poem and explain why these stanzas appeal to you. Support your answer with reference to the content and language of your chosen stanzas.**

Candidates should identify their two favourite stanzas from the poem and explain why these stanzas appeal to them. Answers should be supported with reference to the content and language of the stanzas chosen by the candidates. 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 content may: be thought-provoking/moving/ inspiring/ amusing/surprising/memorable/striking/evoke a personal response or memory, etc.
the language may: feature attractive imagery/striking metaphors or similes/an interesting or unusual choice of words/effective reference to colours/contrast/be evocative or atmospheric; may feature onomatopoeia/alliteration/assonance/sibilance, etc.

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

- (ii) **Explain why, in your opinion, Yeats's use of vivid imagery does or does not add to the appeal of the above poem. Support your answer with reference to the poet's use of vivid imagery in the poem.**

Candidates should explain why, in their opinion, Yeats's use of vivid imagery does or does not add to the appeal of the poem. Answers should be supported with reference to the poet's use of vivid imagery in the poem. 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: Candidates may/may not form the opinion that Yeats's use of vivid imagery adds to the appeal of the poem because the images employed: do/do not enhance the visual appeal of the poem; do/do not bring the lake isle to life for readers; do/do not help to create a sense of calm and tranquillity; do/do not have a magical/mystical/inspiring quality; they may/may not find the images unattractive/confusing/uninspiring, etc.

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

- (iii) Your class is creating a book of students' favourite poems. Each student has been invited to write a piece for inclusion in the book in which they: nominate their favourite poem, introduce the poem to readers and explain why this poem is their favourite. You have chosen Yeats's poem, "The Lake Isle of Innisfree", as your favourite. Write the piece you would contribute to the book.

Candidates should introduce Yeats's poem, "The Lake Isle of Innisfree", to readers of a book of favourite poems created by their class and explain why this is their favourite poem. Allow for a wide range of responses. Consideration should be given to the quality of the introduction to the poem, the explanation of why it was identified as their favourite and 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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B RUSSIAN DOLL – Paula Meehan

1. (a) What impression of the person speaking in the above poem do you form from your reading of the poem? Support your answer with reference to the poem. (15)

Candidates should outline the impression they form of the person speaking in the poem from their reading of the poem. 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 speaker may appear: generous; loving; thoughtful; hopeful; observant; determined; selfless; tough; practical, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, which of the following word or words best describe(s) the Russian doll featured in the above poem? Colourful Special Attractive. Support your answer with reference to the poem. (15)

Candidates should explain which of the following word or words –Colourful/ Special/ Attractive – in their opinion best describe(s) the Russian Doll featured in the poem, supporting their answer 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.

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) Identify your two favourite stanzas from the above poem and explain why these stanzas appeal to you. Support your answer with reference to the content and language of your chosen stanzas.

Candidates should identify their two favourite stanzas from the poem and explain why these stanzas appeal to them. Answers should be supported with reference to the content and language of the stanzas chosen by the candidates. 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 content may: be thought-provoking/moving/ inspiring/ amusing/surprising/memorable/striking/evoke a personal response or memory, etc.
the language may: feature attractive imagery/striking metaphors or similes/an interesting or unusual choice of words/effective reference to colours/contrast/be evocative or atmospheric; may feature onomatopoeia/alliteration/assonance/sibilance, etc.

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

- (ii) Explain why, in your opinion, Paula Meehan's use of vivid imagery does or does not add to the appeal of the above poem. Support your answer with reference to the poet's use of vivid imagery in the poem.**

Candidates should explain why, in their opinion, Paula Meehan's use of vivid imagery does or does not add to the appeal of the poem. Answers should be supported with reference to the poet's use of vivid imagery in the poem. 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: Candidates may/may not form the opinion that Paula Meehan's use of vivid imagery adds to the appeal of the poem because the images employed: do/do not enhance the visual appeal of the poem; do/do not convey a vivid sense of the doll/the speaker's experience/feelings to readers; do/do not have an evocative/mystical/inspiring quality; they may/may not find the images unattractive/confusing/uninspiring, etc.

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

- (iii) Your class is creating a book of students' favourite poems. Each student has been invited to write a piece for inclusion in the book in which they: nominate their favourite poem, introduce the poem to readers and explain why this poem is their favourite. You have chosen Paula Meehan's poem, "Russian Doll", as your favourite. Write the piece you would contribute to the book.**

Candidates should introduce Paula Meehan's poem, "Russian Doll", to readers of a book of favourite poems created by their class and explain why this is their favourite poem. Allow for a wide range of responses. Consideration should be given to the quality of the introduction to the poem, the explanation of why it was identified as their favourite and 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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C Zoo Morning (Extract Lines 1 – 18) – Penelope Shuttle

1. (a) What impression of the zoo animals' overnight behaviour do you form from reading this extract? Support your answer with reference to the extract. (15)

Candidates should outline the impression they form of the zoo animals' overnight behaviour from their reading of the extract. 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: Candidates might form the impression that the zoo animals' overnight behaviour is: amusing; crazy; unlikely; hilarious; ridiculous; unnatural; exaggerated, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, which of the following word or words best describe(s) the animals' behaviour during the day? Predictable Natural Unremarkable. Support your answer with reference to the poem. (15)

Candidates should explain which of the following word or words – Predictable/ Natural/ Unremarkable – in their opinion best describe(s) the animals' behaviour during the day, supporting their answer 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.

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) Identify your two favourite stanzas from the above poem and explain why these stanzas appeal to you. Support your answer with reference to the content and language of your chosen stanzas.

Candidates should identify their two favourite stanzas from the poem and explain why these stanzas appeal to them. Answers should be supported with reference to the content and language of the stanzas chosen by the candidates. 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 content may: be amusing/surprising/memorable/striking/evoke a personal response or memory, etc. the language may: feature vivid imagery/striking metaphors or similes/an interesting or unusual choice of words/effective reference to colours/contrast/be evocative or atmospheric; may feature onomatopoeia/alliteration/assonance/sibilance, etc.

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

- (ii) Explain why, in your opinion, Penelope Shuttle's use of vivid imagery does or does not add to the appeal of the above poem. Support your response with reference to the poet's use of vivid imagery in the poem.

Candidates should explain why, in their opinion, Penelope Shuttle's use of vivid imagery does or does not add to the appeal of the poem. Answers should be supported with reference to the poet's use of vivid imagery in the poem. 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: Candidates may/may not form the opinion that Penelope Shuttle's use of vivid imagery adds to the appeal of the poem because the images employed: do/do not enhance the visual appeal of the poem; do/do not convey a vivid sense of the zoo animals/ do/do not have an amusing/memorable/colourful quality; they may/may not find the images far-fetched/confusing/silly/unattractive, etc.

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

- (iii) Your class is creating a book of students' favourite poems. Each student has been invited to write a piece for inclusion in the book in which they: nominate their favourite poem, introduce the poem to readers and explain why this poem is their favourite. You have chosen Penelope Shuttle's poem, "Zoo Morning", as your favourite. In your answer you may refer to the entire poem or just to the extract above. Write the piece you would contribute to the book.

Candidates should introduce Penelope Shuttle's poem, "Zoo Morning", to readers of a book of favourite poems created by their class and explain why this is their favourite poem. Allow for a wide range of responses. Candidates may refer to the entire poem or just to the extract printed on the examination paper in their responses. Consideration should be given to the quality of the introduction to the poem, the explanation of why it was identified as their favourite and 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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D The Uncle Speaks in the Drawing Room – Adrienne Rich

1. (a) What impression of the Uncle do you form from reading this poem? Support your answer with reference to the poem. (15)

Candidates should outline the impression they form of the Uncle from their reading of the poem. 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: Candidates might form the impression that the Uncle is: arrogant; elitist; rich; privileged; deluded; materialistic; shallow, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, which of the following word or words best describe(s) the mood of the mob in the above poem? Angry Frustrated Tense.

Support your answer with reference to the poem. (15)

Candidates should explain which of the following word or words – Angry/Frustrated/Tense – in their opinion best describe(s) the mob, supporting their answer 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.

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) Identify your two favourite stanzas from the above poem and explain why these stanzas appeal to you. Support your answer with reference to the content and language of your chosen stanzas.

Candidates should identify their two favourite stanzas from the poem and explain why these stanzas appeal to them. Answers should be supported with reference to the content and language of the stanzas chosen by the candidates. 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 content may: be interesting/ surprising/memorable/striking/ evoke a personal response or memory, etc. the language may: feature vivid imagery /striking metaphors or similes/an interesting or unusual choice of words/effective reference to colours/contrast/be evocative or atmospheric; may feature onomatopoeia/ alliteration/assonance/sibilance, etc.

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

- (ii) Explain why, in your opinion, Rich's use of vivid imagery does or does not add to the appeal of the above poem. Support your answer with reference to the poet's use of vivid imagery in the poem.

Candidates should explain why, in their opinion, Adrienne Rich's use of vivid imagery does or does not add to the appeal of the poem. Answers should be supported with reference to the poet's use of vivid imagery in the poem. 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: Candidates may/may not form the opinion that Adrienne Rich's use of vivid imagery adds to the appeal of the poem because the images employed: do/do not enhance the visual appeal/power of the poem; do/do not convey a vivid sense of both the speaker and the mob; do/do not have a striking/memorable/evocative/intriguing quality; they may/may not find the images unpleasant/confusing/unrealistic/unattractive, etc.

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

- (iii) Your class is creating a book of students' favourite poems. Each student has been invited to write a piece for inclusion in the book in which they: nominate their favourite poem, introduce the poem to readers and explain why this poem is their favourite. You have chosen Adrienne Rich's poem, "The Uncle Speaks in the Drawing Room", as your favourite. Write the piece you would contribute to the book.

Candidates should introduce Adrienne Rich's poem, "The Uncle Speaks in the Drawing Room", to readers of a book of favourite poems created by their class and explain why this is their favourite poem. Allow for a wide range of responses. Consideration should be given to the quality of the introduction to the poem, the explanation of why it was identified as their favourite and 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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E Hawk Roosting – Ted Hughes

1. (a) What impression of the hawk do you form from reading this poem?
Support your answer with reference to the poem. (15)

Candidates should outline the impression they form of the hawk from their reading of the poem. 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: powerful; dangerous; frightening; majestic; intimidating; confident; self-important; unapologetic, etc

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, which of the following word or words best captures(s) the poet's view of the natural world in the above poem? Savage Timeless Inspiring.
Support your answer with reference to the poem. (15)

Candidates should explain which of the following word or words – Savage/Timeless/Inspiring – in their opinion best capture(s) the poet's view of the natural world, supporting their answer 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.

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) Identify your two favourite stanzas from the above poem and explain why these stanzas appeal to you. Support your answer with reference to the content and language of your chosen stanzas.

Candidates should identify their two favourite stanzas from the poem and explain why these stanzas appeal to them. Answers should be supported with reference to the content and language of the stanzas chosen by the candidates. 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 content may: be interesting/surprising/memorable/striking/evoke a personal response or memory, etc. the language may: feature vivid imagery/striking metaphors or similes/an interesting or unusual choice of words/effective reference to colours/contrast/be evocative or atmospheric may feature onomatopoeia/alliteration/assonance/sibilance, etc.

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

- (ii) Explain why, in your opinion, Ted Hughes' use of vivid imagery does or does not add to the appeal of the above poem. Support your answer with reference to the poet's use of vivid imagery in the poem.

Candidates should explain why, in their opinion, Ted Hughes' use of vivid imagery does or does not add to the appeal of the poem. Answers should be supported with reference to the poet's use of vivid imagery in the poem. 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: Candidates may/may not form the opinion that Ted Hughes' use of vivid imagery adds to the appeal of the poem because the images employed: do/do not enhance the visual appeal/power of the poem; do/do not convey a vivid sense of both the hawk and the natural world; do/do not have a striking/memorable/evocative/intriguing quality; they may/may not find the images unpleasant/confusing/unrealistic/unattractive, etc.

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

- (iii) Your class is creating a book of students' favourite poems. Each student has been invited to write a piece for inclusion in the book in which they: nominate their favourite poem, introduce the poem to readers and explain why this poem is their favourite. You have chosen Ted Hughes' poem, "Hawk Roosting", as your favourite. Write the piece you would contribute to the book.

Candidates should introduce Ted Hughes' poem, "Hawk Roosting", to readers of a book of favourite poems created by their class and explain why this is their favourite poem. Allow for a wide range of responses. Consideration should be given to the quality of the introduction to the poem, the explanation of why it was identified as their favourite and 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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F Humming-Bird – D.H. Lawrence

1. (a) What impression of the primeval world do you form from reading this poem?
Support your answer with reference to the poem. (15)

Candidates should outline the impression they form of the primeval world from their reading of the poem. 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: strange; beautiful; very different to the modern world; a natural paradise, slow; struggling to form and exist, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) In your opinion, which of the following word or words best describe(s) the Humming-bird depicted in the poem? Frightening Lively Astonishing.
Support your answer with reference to the poem. (15)

Candidates should explain which of the following word or words – Frightening/Lively/Astonishing – in their opinion best captures the Humming-bird depicted in the poem, supporting their answer 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.

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) Identify your two favourite stanzas from the five stanzas in the above poem and explain why these stanzas appeal to you. Support your answer with reference to the content and language of your chosen stanzas.

Candidates should identify their two favourite stanzas from the poem and explain why these stanzas appeal to them. Answers should be supported with reference to the content and language of the stanzas chosen by the candidates. 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 content may: be interesting surprising/memorable/striking/evoke a personal response or memory, etc. **the language** may: feature vivid imagery/striking metaphors or similes/an interesting or unusual choice of words/effective reference to colours/contrast/be evocative or atmospheric/may feature onomatopoeia/alliteration/assonance/sibilance, etc.

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

- (ii) Explain why, in your opinion, Lawrence's use of vivid imagery does or does not add to the appeal of the above poem. Support your answer with reference to the poet's use of vivid imagery in the poem.

Candidates should explain why, in their opinion, Lawrence's use of vivid imagery does or does not add to the appeal of the poem. Answers should be supported with reference to the poet's use of vivid imagery in the poem. 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: Candidates may/may not form the opinion that Lawrence's use of vivid imagery adds to the appeal of the poem because the images employed: do/do not enhance the visual appeal/power of the poem; do/do not convey a vivid sense of both the Humming-bird and the primeval world; do/do not have a striking/ memorable/ evocative/ intriguing quality; they may/may not find the images unpleasant /confusing /unrealistic /unattractive, etc.

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

- (iii) Your class is creating a book of students' favourite poems. Each student has been invited to write a piece for inclusion in the book in which they: nominate their favourite poem, introduce the poem to readers and explain why this poem is their favourite. You have chosen D.H. Lawrence's poem, "Humming-Bird", as your favourite. Write the piece you would contribute to the book.

Candidates should introduce D.H. Lawrence's poem, "Humming-Bird", to readers of a book of favourite poems created by their class and explain why this is their favourite poem. Allow for a wide range of responses. Consideration should be given to the quality of the introduction to the poem, the explanation of why it was identified as their favourite and 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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**LEAVING CERTIFICATE ENGLISH
CRITERIA FOR ASSESSMENT.**

Clarity of Purpose	Engagement with the set task	e.g. relevance, focus, originality, freshness, evidence of critical literacy (where appropriate), clear aim, understanding of genre	Percentage Weighting 30
Coherence of Delivery	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
Efficiency of Language use	Management and control of language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns, punctuation appropriate to the register, use of lively interesting phrasing, energy, style, fluency appropriate to the task	30
Accuracy of Mechanics	Spelling Grammar	e.g. appropriate levels of accuracy in spelling grammatical patterns appropriate to the register	10

Appendix 2

ASSESSMENT CRITERIA – GRADE GRID

Clarity of Purpose: 30%

Efficiency of Language Use: 30%

Coherence of Delivery: 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

35 marks*	O1	O2	O3	O4	O5	O6	O7	O8
	35 - 32	32 - 28	27 - 25	24 - 21	20 - 18	17 - 14	13 - 11	10 - 0
30%*	11 - 10	9 - 9	8 - 8	7 - 7	6 - 6	5 - 5	4 - 4	3 - 0
10%*	2 - 2	2 - 1	2 - 1	2 - 1	1 - 1	1 - 0	1 - 0	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
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

	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

* In the case of questions marked out of 35, weightings have been modified in the light of adjustments to the 2022 examination questions.

Appendix 3

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	= 125
Divide by 9	= 13
Grand Total	= 138

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

Note:



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.

Appendix 4

Online Marking Annotations		
Symbol	Description	Denoting
✓	Tick	Correct, Relevant, Valid, Of Merit
X	Cross	Incorrect
	Horizontal Wavy Line	Error Underlined
	Vertical Wavy Line	Page Seen/Inefficient use of language
MMS	Letters MMS in a box	Modified Marking Scheme Applied
INVL	Letters INVL in a box	Text used in an invalid fashion See “Important Note” Page 45
[Number]	Number in square brackets	The highest mark awarded in response to a question is entered in the marking panel. The total mark allocated to additional attempts at the same question is indicated on the script through the use of a number between square brackets.

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