



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

**Leaving Certificate 2023**

**Marking Scheme**

**English**

**Higher Level**

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

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

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

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

## **Future Marking Schemes**

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

## STATE EXAMINATIONS COMMISSION

### LEAVING CERTIFICATE ENGLISH 2023 – HIGHER LEVEL

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

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

- To display a clear and purposeful engagement with the set task
- To sustain the response in an appropriate manner over the entire answer
- To manage and control language appropriate to the task
- To 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 the order in which they are set out above.

**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.**

#### Use of Codes, etc.

To assist with forming a judgement, it will be necessary to place an accurate tick at the points identified in the answer, underline all errors in candidates' work and use the proper shorthand codes as indicated throughout the marking scheme.

#### Use of 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.

The list of texts prescribed for assessment in 2023 is set out in DES Circular **0004/2021**

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

**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.

Please see Appendix 4 in relation to the procedures associated with any anomalies regarding question choice on Paper 1 or the use of prescribed texts on Paper 2.

## PAPER 1

### SECTION I – COMPREHENDING (100 marks)

#### GENERAL

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

Candidates must answer a Question A on one text and a Question B on a different text.

**N.B. Candidates may NOT answer a Question A and a Question B on the same text.**

Please note that, in relation to all texts, the candidates may take the introductions and accompanying illustrations to be integral parts of the texts.

#### TEXT 1 QA

### TEXT 1 – Between Two Worlds: Village and City

#### QUESTION A – 50 Marks

- (i) Based on your reading of TEXT 1, explain three insights you gain into Salim’s character. Support your response with reference to the text. (15)

Candidates should explain three insights they gained into Salim’s character from reading TEXT 1. Pay particular attention to the quality of the explanation. Responses should be supported by reference to Text 1.

**Mark ex 15 by reference to the criteria for assessment.**

**Indicative material:**

Salim appears to be:

- interested in literature, a thinker, an intellectual – with a love of reading
- lacking in confidence, nervous/unsure in unfamiliar surroundings, overwhelmed by crowds
- curious, excited to experience new things, fascinated by other people, by difference, etc.
- close to his family/mother and has a sense of duty - obeys his uncle’s wishes
- observant, respectful, resilient, determined, reflective, emotional, modest, etc. **Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

**(ii) To what extent do you agree with Uncle Amir’s view that making money is an important consideration when choosing a course to study in college? Develop three points to support your response. (15)**

Candidates should focus on the extent to which they agree or disagree that making money is an important consideration when choosing a course to study in college. They should develop three points in support of their viewpoint. Pay particular attention to the quality of the response.

**Mark ex 15 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

**(iii) Features of both narrative writing and descriptive writing are used effectively by Abdulrazak Gurnah to capture the world Salim encounters in this passage. Discuss this statement, supporting your response with reference to four language features in the text. You may include features of narrative writing, features of descriptive writing, or both in your discussion. (20)**

Expect candidates to discuss the statement and support their response with reference to any four features of narrative or descriptive writing, or a combination of both, and to convey how they are used effectively or ineffectively to capture the world Salim encounters in London. Pay particular attention to the quality of the discussion provided and the extent to which there is an awareness that language use has an impact. Answers should be supported by reference to the text.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

- narrative techniques - first person narration/use of letters “frame” the world Salim encounters
  - detailed/realistic setting, characterisation depicts the atmosphere of London
  - use of direct speech conveys the world of money/business, characters that inhabit that world
  - vivid imagery effectively/ineffectively captures Salim’s impression of this world
  - repeated/judicious use of adjectives/verbs reveals the nature of this world
  - use of contrast with Salim’s home village heightens the dichotomy between the two worlds
- Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
20 - 18	16	14	12	10	8	6	5 - 0

## QUESTION B – 50 Marks

Imagine you are Salim and you have been in London for over a year. Write a new personal letter to your mother in which you: describe a number of experiences you have had that you believe will fascinate your mother, reflect on both the positive and negative insights you have gained into human nature as an outsider in London, and consider some of the ways you believe your experience in this city has altered you as a person.

Expect candidates to write a new personal **letter** from Salim to his mother, a year after he arrived in London. In the letter Salim should **describe** some new experiences he has had that he thinks will fascinate his mother, **reflect** on both the positive and negative insights he has gained into human nature as an outsider in London, and **consider** some of the ways he has changed as a person as a result of these experiences over the last year in the city.

Candidates should engage with all aspects of the question, **although not necessarily equally.** Pay particular attention to the quality of the response to each aspect of the question.

**Mark ex 50 by reference to the criteria for assessment.**

- P:** Understanding of genre and register of a personal letter to his mother  
Focus on all aspects of the question – describing new experiences that he thinks will fascinate his mother, reflecting on both the positive and negative insights he has gained into human nature as an outsider in London and considering some of the ways he believes his experience in this city has altered him as a person  
Relevance  
Freshness and originality, etc.
- C:** Sustained focus  
Continued control of register  
Management and sequencing of ideas, etc.
- L:** Language managed and controlled to achieve clear communication  
Quality of expression, style, fluency, etc.
- M:** Accuracy of mechanics **Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## TEXT 2 – Between Two Worlds: Through Words and Pictures

### QUESTION A – 50 Marks

(i) Based on your reading of TEXT 2 on page 4, explain three insights you gain, from Henry Eliot, into how reading novels can be an enriching experience. Support your answer with reference to the text. (15)

Candidates should explain three insights they gained, from reading Henry Eliot's piece, into how reading novels can be an enriching experience.

Pay particular attention to the quality of the explanation. Responses should be supported by reference to the written element in Text 2.

Mark ex 15 by reference to the criteria for assessment.

#### Indicative material:

Reading novels can be enriching:

- by prompting a shared understanding/creative collaboration
  - it can be thrilling to visit the places where the novels you have read/are reading, are set
  - reading enriches the places you know/can overpower less familiar locations
  - reading can alter your view and experience of a place, can bring excitement/mystery/adventure
  - one of the joys is that reading can give you strong impressions of places, whether real or imagined
- Etc.

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

(ii) Do you think that *Between Two Worlds* (the theme for this paper) would be a good title for Alfred Stieglitz's photograph above? Develop three points to support your response. In your response you should consider the subject matter and visual aspects of the photograph. (15)

Candidates should develop three points in support of their viewpoint that *Between Two Worlds* would/would not be a good title for the photograph on page 5. Pay particular attention to the quality of the response which should be informed by the subject matter and visual aspects of the photograph. Allow for a broad interpretation of both the subject matter and visual aspects of the photograph.

Mark ex 15 by reference to the criteria for assessment

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

<b>TEXT 2 QA (contd.)</b>
---------------------------

**(iii) Features of both personal writing and informative writing are used effectively by Henry Eliot (in the written text) to explore the relationship between works of fiction and the worlds in which they are set. Discuss this statement, supporting your response with reference to four language features in the text. You may include features of personal writing, features of informative writing, or both in your discussion. (20)**

Expect candidates to discuss the statement and support their response with reference to any four features of personal or informative writing, or a combination of both, and to convey how they are used effectively or ineffectively to explore the relationship between works of fiction and the worlds in which they are set. Pay particular attention to the quality of the discussion provided and the extent to which there is an awareness that language use has an impact. Answers should be supported by reference to the text.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

- use of first-person narrative/an authentic personal voice helps the reader to see how the writer relates works of fiction he has read to the places in which they are set
  - engaging use of personal anecdotes successfully/unsuccessfully explores the relationship between novels and literary locations
  - inclusion of facts about places Eliot has visited expresses this relationship in concrete terms
  - Eliot's reflective/conversational tone brings understanding/clarity to this relationship
  - use of illustrations and allusions demonstrates interesting aspects of the correlation
  - use of emotive language allows the reader to appreciate and engage with this relationship
- Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
20 - 18	16	14	12	10	8	6	5 - 0



**QUESTION B – 50 Marks**

You have been asked to write a personal reflection for an educational history magazine. The reflection should recall an experience you had of visiting a place of historic interest. In the reflection you should: outline the expectations you had before your visit to the place of historic interest, describe some of the thoughts and feelings you had in response to this place during the visit and, argue the case for making trips to historic places compulsory for students in Irish schools today.

Expect candidates to write a **personal reflection** for an educational history magazine in which they recall a visit to a place of historic interest. In this reflection they should **outline** the expectations they had before their visit to the place of historic interest, **describe** some of the thoughts and feelings they had in response to this place during the visit and, **argue the case** for making trips to historic places compulsory for students in Irish schools today.

Candidates should engage with all aspects of the question, although not necessarily equally.

Pay particular attention to the quality of the response to each aspect of the question.

**Mark ex 50 by reference to the criteria for assessment.**

- P:** Understanding of genre – the writing should have the register of a personal reflection yet be suitable for the audience/readership of a history magazine  
Focus on all aspects of the question – outlining the expectations candidates had before the visit, describing some of the thoughts and feelings they had at the time of the visit and arguing the case for making trips to historic places compulsory for students in Irish schools today  
Relevance  
Freshness and originality, etc.
- C:** Sustained focus  
Continued control of register  
Management and sequencing of ideas, etc.
- L:** Language managed and controlled to achieve clear communication  
Quality of expression, style, fluency, etc.
- M:** Accuracy of mechanics **Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## TEXT 3 – Between Two Worlds: Human and Technological

### QUESTION A – 50 Marks

**(i) Based on your reading of both articles in TEXT 3, explain three insights you gain into the world of Artificial Intelligence. Support your answer with reference to the text. (15)**

Candidates should explain three insights they gained into the world of Artificial Intelligence from reading both articles in TEXT 3. Pay particular attention to the quality of the explanation. Responses should be supported with reference to either/both articles in Text 3.

**Mark ex 15 by reference to the criteria for assessment.**

**Indicative material:**

- Artificial Intelligence is widely used in the world today and is driving a fourth Industrial Revolution
- different types of AI – generalized/super AI, constantly evolving and developing – GPT-3
- AI systems are powerful, are very good at imitation, but can be flawed
- AI is questionable in terms of ethical understanding/emotional intelligence/reflective capacity
- AI, in the opinion of some people, is amoral **Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

**(ii) Do you find yourself in agreement with the view expressed in both articles in TEXT 3 that an ethical (moral) approach to the development of Artificial Intelligence is needed? Develop three points to support your response. (15)**

Candidates should focus on the extent to which they agree or disagree that an ethical approach to the development of AI is needed. They should develop three points in support of their viewpoint. Pay particular attention to the quality of the response.

**Mark ex 15 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

**(iii) Features of both persuasive writing and informative writing are used effectively in TEXT 3 to give a clear and engaging perspective into the world of Artificial Intelligence. Discuss this statement, supporting your response with reference to four language features. You may include features of persuasive language, features of informative language, or both in your discussion. You may refer to either or both of the writers in your response. (20)**

Expect candidates to discuss the statement and support their response with reference to any four features of persuasive or informative writing, or a combination of both, and to convey how they are used effectively or ineffectively to give a clear and engaging perspective into the world of Artificial Intelligence. Pay particular attention to the quality of the discussion provided and the extent to which there is an awareness that language use has an impact. Answers should be supported by reference to the text. They may refer to either or both of the articles in Text 3.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

- definitions of types of AI provide clarity for the reader
- persuasive use of examples/allusions illustrates this perspective into the world of AI
- quotations from those working in the field of AI offer an engaging/lively dimension
- use of questions and inclusive language involves the reader in the discussion of this world
- listing/triadic expressions add a persuasive quality to the information provided on AI
- use of pithy sentences adds drama and finality to the perspectives on this world **Etc.**

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>	<b>H5</b>	<b>H6</b>	<b>H7</b>	<b>H8</b>
20 - 18	16	14	12	10	8	6	5 - 0

**QUESTION B – 50 Marks**

It is Science Week and you have been asked to write an article for your school's website about the increasing role played by technology in schools. In your article you should: describe some of the positive ways technology is utilised in schools today, discuss whether or not, in your view, technology can be a negative influence in schools, and speculate about the role you think technology will play in schools in the future. Your article may be serious or humorous or both.

Expect candidates to write an **article** for their school's website about the increasing role played by technology in schools. In this article they should **describe** some of the positive ways technology is utilised in schools today, **discuss** whether or not, in their view, technology can be a negative influence in schools, and **speculate** about the role they think technology will play in schools in the future. The article may be serious or humorous or both. Candidates should engage with all aspects of the question, **although not necessarily equally**.

Pay particular attention to the quality of the response to each aspect of the question.

**Mark ex 50 by reference to the criteria for assessment using the following breakdown of marks.**

**P:** Understanding of genre – an article to mark Science Week on the role played by technology in schools; use of an appropriate register, suitable for a school website; the register may be formal, informal, informative, persuasive in tone, etc.

Focus on all aspects of the question – describing some of the positive ways technology is utilised in schools today, discussing whether or not technology can be a negative influence in schools and speculating about the role they think technology will play in schools in the future

Relevance

Freshness and originality, etc.

**C:** Sustained focus

Continued control of tone and register

Management and sequencing of ideas, etc.

**L:** Language managed and controlled to achieve clear communication

Quality of expression, style, fluency, etc.

**M:** Accuracy of mechanics

**Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## 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 and genres. 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 intended 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.

In the event that a question or doubt arises as to the relevance of material or the approach adopted by the candidate you should consult your Advising Examiner.

Candidates should write a composition on **any one** of the following **composition assignments**.

## COMPOSING 1

1. In TEXT 2, Henry Eliot describes Prague as “mysterious and impenetrable”.

**Write a short story which features a confused character in a mysterious setting.**

Candidates should write a short story which features a confused character in a mysterious setting. Allow for a variety of approaches to the task and a broad interpretation of “mysterious”.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a short story** which features a confused character in a mysterious setting  
 Understanding of genre – the effective use of some elements of the short story e.g. narrative shape/setting/ plot/characterisation/suggestion/atmosphere/dialogue/tension/narrative voice/resolution, etc.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, developed and sustained, sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## COMPOSING 2

2. TEXT 1 gives us the protagonist's view of the city of London as he encountered it.

**Write a feature article, for a popular magazine, describing your hometown, city, village or area, in which you consider some of the following: the place, its people, values, atmosphere and general way of life.**

Candidates should write a feature article for a popular magazine, in which they describe their hometown, city, village or area. They may consider some of the following aspects - the place, its people, values, atmosphere and general way of life or they may also introduce additional relevant aspects. Allow for a variety of approaches/registers.

**Mark ex 100 by reference to the criteria for assessment.**

**P:** Focus – a **feature article** suitable for publication in a popular magazine, in which candidates describe their hometown, city, village or area and consider some of the following: the place, its people, values, atmosphere and general way of life

Understanding of genre – a feature article can be both informative and entertaining; the effective use of some elements of feature article writing e.g. an engaging writing style, personal observations and insights, anecdotes, informal/conversational tone, etc.

Relevance

Originality and freshness, etc.

**C:** The extent to which the article is successfully shaped, developed and sustained, 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.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## COMPOSING 3

3. In TEXT 1, Salim makes a resolution and refuses to be discouraged.

**Write a personal essay in which you reflect on an occasion or occasions when you made a resolution and refused to be discouraged.**

Candidates should write a personal essay in which they reflect on an occasion or occasions when they made a resolution and refused to be discouraged. Allow for a variety of approaches to the task and a broad interpretation of “resolution”. Pay particular attention to the quality of the reflection.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a personal essay**, which reflects on an occasion or occasions when the candidate made a resolution and refused to be discouraged  
 Understanding of genre – the effective use of some elements of personal writing e.g. written in the first person/use of authentic personal voice, reflective, revealing insights/confessional tone/ individual observation, personal anecdotes, etc.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the personal approach is successfully shaped, developed and sustained, sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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



## COMPOSING 4

4. TEXT 3 expresses concern about a world that, “has no knowledge of ethics (morality), of decency, of the law”.

**You are taking part in an international debating competition where the motion is: “Society today lacks ethics (morality), decency and respect for the law.” Write your speech for or against this motion.**

Candidates should write a speech for **or** against the motion that “Society today lacks ethics (morality), decency and respect for the law”. Allow for a variety of approaches to the task. Candidates may concentrate on one/two/three elements of “ethics, decency, respect for the law” or consider the motion as a general statement reflecting society today.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a speech**, suitable for an international debating competition, for or against the motion: *Society today lacks ethics (morality), decency and respect for the law.*  
 Understanding of genre – the effective use of some elements of speech-writing e.g. use of references, rhetorical language, anecdotes, imagery, illustrations, emotive/inclusive language, awareness of audience, etc.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the speech is successfully shaped, developed and sustained, 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.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## COMPOSING 5

5. In TEXT 1, Salim tells us that he did not have the courage to challenge his uncle's plans for him.

**Write a short story that features a complex relationship between two characters, where one character disagrees completely with the views of the other.**

Candidates should write a short story that features a complex relationship between two characters, where one character disagrees completely with the views of the other. Allow for a variety of approaches to the task.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a short story** that features a complex relationship between two characters, where one character disagrees completely with the views of the other character  
 Understanding of genre – the effective use of some elements of the short story e.g. narrative shape/setting/plot/characterisation/suggestion/atmosphere/dialogue/tension/narrative voice/resolution, etc.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, developed and sustained, sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## COMPOSING 6

6. In TEXT 2, Henry Eliot describes how he gets, “a particular thrill from visiting literary locations”.

**Write a personal essay in which you describe and reflect on some of the things that bring excitement and wonder into your life.**

Candidates should write a personal essay in which they describe and reflect on some of the things that bring excitement and wonder into their lives. Allow for a variety of approaches to the task. Pay particular attention to the quality of the description and reflection.

**Mark ex 100 by reference to the criteria for assessment.**

**P:** Focus – a **personal essay** in which candidates describe and reflect on some of the things that bring excitement and wonder into their lives

Understanding of genre – the effective use of some elements of personal writing  
e.g. written in the first person/use of authentic personal voice, reflective, revealing insights/confessional tone/individual observation/use of personal anecdotes, etc.

Relevance

Originality and freshness, etc.

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

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

**M:** Accuracy of mechanics

**Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

## COMPOSING 7

7. TEXT 3 refers to George Orwell and Roald Dahl who were, in different ways, influential writers in the twentieth century.

**Write a discursive essay about the impact of influential individuals in today's world.**

**Your chosen individuals may have positive or negative impacts or a combination of both.**

Candidates should write a discursive essay about the impact of influential individuals in today's world. The individuals chosen may be historical or contemporary and have positive or negative impacts or a combination of both. Allow for a variety of approaches to the task and a broad interpretation of "influential".

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a discursive essay**, in which candidates discuss the impact of influential individuals in today's world  
 Understanding of genre – the effective use of some elements of discursive writing e.g. use of factual information, references, arguments and counter-arguments, consideration of a variety of views, opinions and personal experiences, illustrations, allusions, analysis, etc.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the discussion is successfully shaped, developed and sustained, 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.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	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 2**

## **SECTION I – THE SINGLE TEXT (60 marks)**

### **Note 1 – RESPONDING TO DRAMATIC TEXTS**

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

## A All the Light We Cannot See – Anthony Doerr

(i) In your opinion, to what extent do innate personal qualities or environmental factors, or both, shape the behaviour of at least two characters in *All the Light We Cannot See*?

Develop your discussion with reference to Doerr's novel.

Candidates should discuss the extent to which, in their view, innate personal qualities or environmental factors, or both, shape the behaviour of at **least two** characters in *All the Light We Cannot See*. Allow for a broad interpretation of 'personal qualities', to include both positive and negative attributes of characters. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment, using the breakdown of marks below.**

**P:** Focus/relevance of response/well-chosen, compelling points/originality of thought/evidence of critical literacy, etc.

**C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.

**M:** Accuracy of mechanics

**Etc.**

**Code I** for "innate personal qualities shape the behaviour"

**E** for "environmental factors shape the behaviour"

### Indicative material:

- innate/latent/personal qualities like kindness/loyalty/courage /indifference /selfishness/brutality may overpower environmental conditioning
- exposure to racism/fascism /violence in an environment may/may not shape behaviour
- a loving/nurturing/protective environment can shape/change qualities/innate instincts
- environmental factors may have a relative impact on personal qualities influencing free will/duty
- environmental 'triggers' may influence some characters' ethical behaviour more than others
- an environment may encourage passive/active behaviour or independence/servility
- the interaction between personal qualities and environmental factors may be complex/ambiguous

**Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

**(ii) “We learn many interesting lessons from Doerr’s exploration of resilience and resistance in *All the Light We Cannot See*.”**

**Discuss this statement, developing your response with reference to Doerr’s novel.**

Candidates should discuss the interesting lessons learned through Doerr’s exploration of resilience and resistance in the text. Allow for a broad interpretation of ‘interesting’. Expect treatment, although not necessarily equal treatment, of both ‘resilience’ and ‘resistance’. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.**

- P:** Focus/relevance of response/well chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code: L for “we learn many interesting lessons”**

**R for “from Doerr’s exploration of resilience and resistance”**

**Indicative material:**

- an interesting lesson is that resilience/resistance prompts independent thought, a capacity to navigate the world, an ability to adapt, etc.
- an enduring lesson is that a diverse range of ordinary people can resist/fail to resist in a variety of ways
- we learn that communal support can maintain/heighten resilience and resistance
- the lesson that resilience/resistance is not always rewarded/can be counter-productive, is particularly interesting
- we learn the lesson that it is important to resist the expectations of society/others **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

## B A Doll's House – Henrik Ibsen

(i) “Torvald Helmer is a complex and tragic character who evokes both disdain and sympathy in the audience.”

To what extent do you agree or disagree with this statement? Develop your discussion with reference to Ibsen's play, *A Doll's House*.

Candidates should discuss the extent to which they agree or disagree that Helmer is a complex and tragic character who evokes both disdain and sympathy in the audience. Candidates must engage with the extent to which Helmer evokes both levels of disdain and sympathy, though not necessarily equally. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment, using the breakdown of marks below.**

- P:** Focus/relevance of response/well chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/ fluency quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code: T** for “a complex/tragic character”

**E** for “evokes both disdain and sympathy in the audience”

**Indicative material:**

- Torvald's sober/insensitive character is amplified/reduced by the sympathy/disdain/indifference evoked
- his complex/layered identity, involving his anxiety/possessiveness/industry/insensitivity, reveals a comic/tragic figure
- concern with reputation is understandable/baffling/frustrating, heightening/diminishing his tragic nature
- his absurd/confused/childish/manipulative nature reduces our sympathy but is hardly villainous
- his layered/nuanced nature is to some extent a product of his society/historical context, emphasising his tragic potential **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0



## A DOLL'S HOUSE<sup>1</sup> (ii)

**(ii) To what extent does Ibsen's use of dialogue and symbolism in *A Doll's House* increase or diminish the impact of this play on you?**

**Develop your discussion with reference to Ibsen's play.**

Candidates should discuss the extent to which Ibsen's use of dialogue and symbolism increases or diminishes the impact of the play on them. Expect candidates to deal with both dialogue and symbolism, though not necessarily equally. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment, using the breakdown of marks below.**

- P:** Focus/relevance of response/well chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code: D for "dialogue increases or diminishes the impact"**  
**S for "symbolism increases or diminishes the impact"**

**Indicative material:**

- use of distinctive dialogue aids the characterisation, increasing the dramatic impact of the play
- symbolism often successfully/unsuccessfully encapsulates emotions /transitions/desires/ conflict increasing /limiting the dramatic impact
- relationships/value systems are revealed by the dialogue/symbols heightening the impact
- the tailored dialogue makes the play more/less compelling
- the use of dialogue/symbols shapes mood/atmosphere, intensifying the dramatic power
- symbols aid the exploration of the powerful thematic concerns of this drama **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

## **C Macbeth – William Shakespeare**

**(i) “Macbeth’s unstable and tragic identity is shaped by a variety of ambiguities and complexities in his character.”**

**Discuss this statement, developing your response with reference to Shakespeare’s play, *Macbeth*.**

Candidates should discuss how Macbeth’s unstable and tragic identity is shaped by a variety of ambiguities and complexities in his character. ‘Ambiguities’/ ‘complexities’ may be treated synonymously. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment, using the breakdown of marks below.**

- P:** Focus/relevance of response/well chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code: U for “unstable identity shaped by a variety of ambiguities and complexities”**  
**T for “tragic identity shaped by a variety of ambiguities and complexities”**

### **Indicative material:**

- Macbeth’s noble/base inclinations are shaped by contradictory/ambiguous characteristics
- his literal/metaphorical interpretations of events, language, equivocations, are shaped by ambiguities/complexities in his character
- a tragic warrior, paradoxically dependent on feminine powers
- unstable/enigmatic/tragic identity produces/fails to produce sympathy/empathy
- his remorseful/reflective nature is heightened by his remorseless rhetoric/actions
- his potential nobility is tragically at odds with his Machiavellian brutality
- the tragic duality emerges from paradoxical actions/thoughts **Etc**

P 18	
C 18	
L 18	
M 6	

<b>60 marks</b>	<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>	<b>H5</b>	<b>H6</b>	<b>H7</b>	<b>H8</b>
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

**(ii) “Shakespeare makes effective use of Lady Macbeth and the Witches to heighten the dramatic impact of his play *Macbeth* in a variety of ways.”**

**Discuss this statement, developing your response with reference to Shakespeare’s play, *Macbeth*.**

Candidates should discuss how Shakespeare’s effective use of Lady Macbeth and the Witches heightens the dramatic impact of the play in a variety of ways. Expect candidates to refer to both Lady Macbeth and the Witches, though not necessarily equally. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment, using the breakdown of marks below.**

- P:** Focus/relevance of response/well-chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code: U for “effective use of Lady Macbeth/Witches”**

**I for “to heighten the dramatic impact of his play *Macbeth* in a variety of ways”**

**Indicative material:**

- Lady Macbeth/Witches function effectively/dramatically to heighten the thematic concerns/narrative elements of the play
- the Witches embody the evil/ambition in Macbeth’s mind, amplifying the dramatic impact
- Lady Macbeth’s literalism heightens Macbeth’s imaginative capacity dramatically on stage
- the atmospheric nature of the drama is magnified by the actions/language/presence of the Witches/Lady Macbeth
- Lady Macbeth – an effective/ineffective rhetorical device revealing aspects of Macbeth’s character
- the subversive depiction of Macbeth’s dependence on feminine powers undermines dramatically the patriarchal nature of the play **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

## D Frankenstein – Mary Shelley

(i) In your opinion, to what extent do innate personal qualities or environmental factors, or both, shape the behaviour of at least two characters in *Frankenstein*?

Develop your discussion with reference to Shelley's novel.

Candidates should discuss the extent to which, in their view, innate personal qualities or environmental factors, or both, shape the behaviour of at **least two** characters in *Frankenstein*. Allow for a broad interpretation of 'personal qualities' to include both positive and negative attributes of characters. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.

- P:** Focus/relevance of response/well-chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code I** for "innate personal qualities shape the behaviour"

**E** for "environmental factors shape the behaviour"

### Indicative material:

- innate/latent personal qualities like generosity/enthusiasm/innocence /compassion/ambition/selfishness/pride may overpower environmental conditioning
- exposure to neglect/isolation/prejudice/hostility/corruption in an environment may/may not 'frame' a character's behaviour
- environmental 'triggers' may influence moral/ethical behaviour
- an environment may neglect/nurture personal qualities producing destructive/constructive/dependent/independent behaviour
- environmental factors may have a relative impact on free will/sense of duty **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

## FRANKENSTEIN (ii)

**(ii) “We learn many interesting lessons from Shelley’s exploration of companionship and friendship in *Frankenstein*.”**

**Discuss this statement, developing your response with reference to Shelley’s novel.**

Candidates should discuss the interesting lessons learned through Shelley’s exploration of companionship and friendship in the text. Allow for a broad interpretation of ‘interesting’. Expect treatment, although not necessarily equal treatment, of both ‘friendship’ and ‘companionship’. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.**

- P:** Focus/relevance of response/well chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code L for “we learn many interesting lessons”**

**C for “from Shelley’s exploration of companionship and friendship”**

**Indicative material:**

- a salient lesson is that companionship/friendship is a key force in ensuring a successful human existence
- an enduring lesson is that friendship/companionship is an antidote to loneliness/loss of moral compass/alienation/obsession/ insensitivity
- we learn that humans yearn to belong/to be included
- the lesson that companionship/friendship heightens emotional intelligence is interesting/provocative
- the text teaches us that the loss/denial of friendship/companionship can have monstrous/extreme consequences
- the limited vision of companionship may provide interesting reflections on social norms, themes like love, etc. **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

## THE PICTURE OF DORIAN GRAY (i)

### E The Picture of Dorian Gray – Oscar Wilde

(i) In your opinion, to what extent do innate personal qualities or environmental factors, or both, shape the behaviour of at least two characters in *The Picture of Dorian Gray*?

Develop your discussion with reference to Wilde's novel.

Candidates should discuss the extent to which, in their view, innate personal qualities or environmental factors, or both, shape the behaviour of at least two characters in *The Picture of Dorian Gray*. Allow for a broad interpretation of 'personal qualities' to include both positive and negative attributes of characters. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.**

- P:** Focus/relevance of response/well-chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code I** for "innate personal qualities shape the behaviour"

**E** for "environmental factors shape the behaviour"

**Indicative material:**

- innate/latent personal qualities like love/self-denial/generosity/narcissism/cynicism/immorality may overpower environmental conditioning
- exposure to hedonism/social snobbery/exploitation in an environment may/may not frame a character's behaviour
- environmental factors may have a relative impact on free will/social pressures
- an environment may neglect/nurture personal qualities producing destructive/constructive, dependent/independent behaviour
- the influence of environmental factors and personal qualities may be ambiguous/complex
- environmental 'triggers' may influence moral/ethical behaviour **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 – 0
30%	18 - 17	15	13	11	9	8	6	5 – 0
10%	6	5	4	4	3	2	2	1 – 0

## THE PICTURE OF DORIAN GRAY (ii)

**(ii) To what extent does Wilde's use of social satire and gothic darkness in *The Picture of Dorian Gray* increase or diminish the impact of this novel on you?**

**Develop your discussion with reference to Wilde's novel.**

Candidates should discuss the extent to which Wilde's use of social satire and gothic darkness increases or diminishes the impact of the novel on them. Expect candidates to deal with both social satire and gothic darkness, though not necessarily equally.

Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.**

- P:** Focus/relevance of response/well chosen, compelling points/originality of thought/evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

**Code S** for "use of social satire increases or diminishes impact"  
**G** for "use of gothic darkness increases or diminishes impact"

**Indicative material:**

- gothic imagery heightens Wilde's moral critique
- satiric comedy ridicules moral corruption/class consciousness/social conventions amplifying the impact of the novel
- gothic terror cultivates an atmosphere/mood which heightens/lessens impact of the satire
- the mixture of social satire and gothic darkness allows for a thorough treatment of thematic concerns such as narcissism/decadence, etc.
- the dark sinister nature of the novel seems apt in the context of Wilde's caustic commentary on the immorality/hedonism of the age **Etc.**

P 18	
C 18	
L 18	
M 6	

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	48	42	36	30	24	18	17 - 0
30%	18 - 17	15	13	11	9	8	6	5 - 0
10%	6	5	4	4	3	2	2	1 - 0

## SECTION II – THE COMPARATIVE STUDY (70 marks)

Candidates must answer one question from **either** A – General Vision and Viewpoint, B – Literary Genre **or** C – Theme or Issue.

Candidates may not answer on the text they have included in **SECTION 1** – The Single Text.

### GENERAL

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

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

- Description/analysis of the text/s in the light of the modes for comparison
- Making general observations about texts in relation to each other
- 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.

In all answers in this section, candidates may refer to **one/more key moment/s** from the text/s. 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 reference in an answer will come from the key moment/s. Candidates may offer appropriate illustrative reference from any part of the text/s.

Candidates should reference the required combination of texts specified in the questions.



## A General Vision and Viewpoint

1. (a) To what extent does the level of compassion and kindness, evident in one text on your comparative course, influence your sense of the general vision and viewpoint in that text? Develop your response with reference to your chosen text. (30)

Expect candidates to discuss the extent to which the level of compassion and kindness, evident in **one** text on their comparative course, influences their sense of the general vision and viewpoint in that text. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 30 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- **evidence of understanding of the *mode* General Vision and Viewpoint**
- ***focus on:* discussion of the extent to which the level of compassion and kindness evident, in one text on their comparative course, influences the candidate's sense of the general vision & viewpoint**

**C:** Sustained focus & relevance – appropriate management & sequencing of ideas/coherence/ apt use of examples, engagement with the text, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, etc.

**M:** Accuracy of mechanics

**Etc.**

### Indicative material:

- high/low levels of compassion/kindness/generosity/selflessness displayed by individuals and communities in the face of injustice, violence, prejudice, intolerance, etc. can influence our sense of the general vision and viewpoint
- low levels of compassion/understanding/empathy in the face of challenges, barriers, adversity, can offer a bleak/jaundiced viewpoint
- high levels of kindness/trust/concern/consideration for others can help shape a favourable/hopeful vision
- ambiguous responses by society/individuals in terms of kindness/compassion towards disempowered or disadvantaged characters can shape our vision
- the consensus/contradiction that emerges between societies/individuals in terms of kindness/compassion can complicate the general vision and viewpoint
- different individuals, displaying varying levels of compassion and kindness, prompt a layered/ambiguous general vision and viewpoint

**Etc.**

30 Marks	H1	H2	H3	H4	H5	H6	H7	H8
	30 – 27	24	21	18	15	12	9	8 – 0

## GENERAL VISION AND VIEWPOINT (1) contd.

- (b) Compare the extent to which the levels of compassion and kindness, evident in two other texts on your comparative course, influence your sense of the general vision and viewpoint in these texts. Develop your response with reference to your chosen texts. (40)

Expect candidates to compare the extent to which the levels of compassion and kindness, evident in **two other** texts on their comparative course, influences their sense of the general vision and viewpoint in these texts.

Pay particular attention to the quality of the comparative writing and the development of the response, including the effective use of apt reference to the texts.

**Mark ex 40 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- evidence of understanding of the *mode* General Vision and Viewpoint
- *focus on:* the extent to which the levels of compassion and kindness, evident in two other texts on their comparative course, influences their sense of general vision and viewpoint
- evidence of *effective comparison* within the mode General Vision and Viewpoint

**C:** Sustained focus & relevance – appropriate management & sequencing of ideas/coherence/sustained comparative focus/apt use of examples, engagement with texts, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, use of comparative language, etc.

**M:** Accuracy of mechanics

**Etc.**

Candidates are not required to make comparative links with the text discussed in part (a). However, they may choose to refer in an explicit or implicit way to the points made in their answer to part (a).

40	H1	H2	H3	H4	H5	H6	H7	H8
Marks	40 - 36	32	28	24	20	16	12	11 - 0

## GENERAL VISION AND VIEWPOINT (2)

2. Compare how the response of characters to personal or societal crises, in at least two texts on your comparative course, influence your sense of the general vision and viewpoint. Develop your response with reference to your chosen texts. In your response you may discuss personal or societal crises, or both. (70)

Expect candidates to compare how the response of characters to personal or societal crises, in **at least two** texts on their comparative course, influences their sense of the general vision and viewpoint in these texts. They may discuss personal or societal crises, or both, in their responses. Answers should be developed with reference to at least two texts. Pay particular attention to the quality of the comparative writing and the development of the response, including the effective use of apt reference to the texts.

**Mark ex 70 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- evidence of understanding of *the mode* General Vision and Viewpoint
- *focus on:* how characters' response to personal or societal crises, influences their sense of the general vision and viewpoint in each of at least two texts on their comparative course
- evidence of *effective comparison* within the mode General Vision and Viewpoint

**C:** Sustained focus & relevance/appropriate management and sequencing of ideas/coherence/sustained comparative focus/apt use of examples, engagement with texts, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, use of comparative language, etc.

**M:** Accuracy of mechanics

**Etc.**

**Indicative material:**

- characters' acquiescence/resilience/courage/passivity/aggression in response to personal/societal crises can influence the general vision and viewpoint
- characters' self-efficacy/helplessness in the face of a dilemma/predicament can affect our sense of the general vision and viewpoint
- the actions/dialogue/psychology of characters in the face of conflict can be instructive
- ambiguous/enigmatic responses from characters facing quandaries/difficulties can complicate the general vision and viewpoint
- response of characters to crises may energise/disillusion/baffle, forcing us to reflect and ponder on the general vision and viewpoint
- varied responses to crises create a complex/nuanced sense of vision/viewpoint **Etc.**

P 21	
C 21	
L 21	
M 7	

70 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	70 - 63	56	49	42	35	28	21	20 - 0
30%	21 - 19	17	15	13	11	9	7	6 - 0
10%	7	6	5	4	4	3	2	2 - 0

## B Literary Genre

1. (a) In the case of one text on your comparative course, discuss how the author employs a variety of techniques to heighten or lessen your empathy with a central character in that text. Develop your response with reference to your chosen text. (30)

Expect candidates to identify at least two techniques used to heighten or lessen their empathy with a central character in one text on their comparative course. Allow a broad interpretation of a 'central character' but expect candidates to focus mainly on one character in their discussion. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

Mark ex 30 by reference to the criteria for assessment using the breakdown of marks below.

P: Focus and relevance, evidence of critical literacy

In awarding marks for P, consider the following:

- evidence of understanding of *the mode* Literary Genre
- *focus on*: discussion of how at least two techniques are used to heighten or lessen empathy with a central character in one text on their comparative course

C: Sustained focus & relevance – appropriate management & sequencing of ideas/coherence/ apt use of examples, engagement with the text, etc.

L: Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, etc.

M: Accuracy of mechanics

Etc.

### Indicative material:

- use of narrative voice/dialogue/flashback/back story/plot twists/conflict to heighten/lessen empathy for a central character
- cinematography/music/special effects/use of colour/costume to heighten/lessen understanding of a central character
- soliloquies/asides/non-verbal communications/letters/stage directions/voice-overs to increase/diminish our sense of affinity with a central character
- judicious choice of language/imagery/symbols/motifs/contrast to accentuate/reduce compassion for a central character
- distancing techniques, such as unreliable narrators/narratives to lessen empathy

Etc.

30 Marks	H1	H2	H3	H4	H5	H6	H7	H8
	30 – 27	24	21	18	15	12	9	8 – 0

## LITERARY GENRE (1) contd.

- (b) In the case of **two other** texts you studied on your comparative course, compare how each of the authors employ a variety of techniques to heighten or lessen your empathy with a central character in these texts. Develop your response with reference to your chosen texts.

You may refer to the same or different techniques in relation to each of your chosen texts.

You may refer to the same or different techniques to those you referred to in 1. (a) above. (40)

Expect candidates to compare how the authors of **two other** texts on their comparative course employ at least two techniques to heighten or lessen empathy with a central character in each text. They may refer to the same techniques or different techniques in each text during the course of their responses. Pay particular attention to the quality of the comparative writing and the development of the response, including the effective use of apt reference to the texts.

**Mark ex 40 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- **evidence of understanding of the *mode* Literary Genre**
- ***focus on:* discussion of how two authors each use at least two techniques to heighten or lessen empathy with a central character in two other texts on their comparative course**
- **evidence of *effective comparison* within the mode Literary Genre**

**C:** Sustained focus & relevance – appropriate management & sequencing of ideas/coherence/ sustained comparative focus/apt use of examples, engagement with texts, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, use of comparative language, etc.

**M:** Accuracy of mechanics

**Etc.**

Candidates are not required to make comparative links with the text discussed in part (a). However, they may choose to refer in an explicit or implicit way to the points made in their answer to part (a).

<b>40</b>	<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>	<b>H5</b>	<b>H6</b>	<b>H7</b>	<b>H8</b>
<b>Marks</b>	40 - 36	32	28	24	20	16	12	11 - 0

## LITERARY GENRE (2)

2. Compare how the authors, in at least two texts on your comparative course, use a variety of techniques skilfully to produce a riveting climax in each of these texts. You may refer to the same or different techniques in relation to each text. Develop your response with reference to your chosen texts. (70)

Expect candidates to compare how the authors, in **at least two** texts on their comparative course, use **at least two** techniques skilfully to produce a riveting climax in each of these texts. Candidates may refer to the same or different techniques in each text during the course of their responses. Answers should be developed with reference to at least two texts. Allow a broad interpretation of 'climax'. Expect candidates to draw on riveting moments from anywhere in their chosen texts. Pay particular attention to the quality of the comparative writing and the development of the response, including the effective use of apt reference to the texts.

Mark ex 70 by reference to the criteria for assessment using the breakdown of marks below.

P: Focus and relevance, evidence of critical literacy

In awarding marks for P, consider the following:

- evidence of understanding of *the mode* Literary Genre
- *focus* on how skilfully authors use a variety of techniques to produce a riveting climax in each of at least two texts on their comparative course
- evidence of *effective comparison* within the mode Literary Genre

C: Sustained focus & relevance/appropriate management and sequencing of ideas/coherence/sustained comparative focus/apt use of examples, engagement with texts, etc.

L: Language managed and controlled to achieve clear communication throughout/fluency quality of expression, use of comparative language, etc.

M: Accuracy of mechanics

Etc.

Indicative material:

- skilful use of characterisation/setting/plot twists/foreshadowing/cliff-hangers/action shots/revelations to produce a riveting climax
- effective use of soliloquies/dialogue/special effects/lighting/costumes/music/close-ups to create a compelling climax
- judicious use of imagery/symbols/motifs/letters/diaries/to provide a narrative crescendo
- evocative cinematography/pithy sentences/bite-sized chapters/stage directions/dramatic irony to create dramatic moments of tension/suspense

Etc.

P 21	
C 21	
L 21	
M 7	

70 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	70 - 63	56	49	42	35	28	21	20 - 0
30%	21 - 19	17	15	13	11	9	7	6 - 0
10%	7	6	5	4	4	3	2	2 - 0

## C Theme or Issue

1. (a) In the case of one text on your comparative course, discuss how contradictory aspects of human nature emerge from a study of a particular theme or issue. (30)  
Develop your response with reference to your chosen text.

Expect candidates to discuss how contradictory aspects of human nature emerge from a study of a particular theme or issue in **one** text on their comparative course. Pay particular attention to the quality of the discussion and the development of the response, including the effective use of apt reference to the text.

**Mark ex 30 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- evidence of understanding of *the mode* Theme or Issue
- *focus on:* discussion of how contradictory aspects of human nature emerge from their study of a particular theme or issue in one text on their comparative course

**C:** Sustained focus & relevance – appropriate management & sequencing of ideas/coherence/ apt use of examples, engagement with the text, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, etc.

**M:** Accuracy of mechanics

**Etc.**

### Indicative material:

- insights gained into theme or issue may reveal paradoxical behaviour/thought/attitudes or a disconnection between a character's words and actions
- a study of a thematic concern can reveal a battle between 'the head' and 'the heart'
- an author's approach to the theme may reveal satiric/ironic or comic/tragic insights into human nature
- the depiction of personal/historical/philosophical/cultural/social aspects of a theme may convey conflicting/inconsistent attitudes and contradictions in human nature
- resolution/lack of resolution of the theme may convey the ambiguous/complex nature of human existence

**Etc.**

30 Marks	H1	H2	H3	H4	H5	H6	H7	H8
	30 - 27	24	21	18	15	12	9	8 – 0

Theme or Issue (1) contd.
---------------------------

- (b) Compare the extent to which contradictory aspects of human nature emerge from a study of the same theme or issue discussed in 1. (a) above, in two other texts on your comparative course. Develop your response with reference to your chosen texts. (40)

Expect candidates to compare the extent to which contradictory aspects of human nature emerge from a study of the same theme or issue discussed in part 1. (a), in **two other** texts on their comparative course. Pay particular attention to the quality of the comparative writing and the development of the response, including the effective use of apt reference to the texts.

Mark ex 40 by reference to the criteria for assessment using the breakdown of marks below.

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- **evidence of understanding of the *mode* Theme or Issue**
- ***focus on:* how contradictory aspects of human nature emerge from the study of the same theme in two other texts on their comparative course**
- **evidence of *effective comparison* within the mode Theme or Issue**

**C:** Sustained focus & relevance – appropriate management & sequencing of ideas/coherence/ sustained comparative focus/apt use of examples, engagement with texts, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, use of comparative language, etc.

**M:** Accuracy of mechanics

**Etc.**

Candidates are not required to make comparative links with the text discussed in part (a). However, they may choose to refer in an explicit or implicit way to the points made in their answer to part (a).

40	H1	H2	H3	H4	H5	H6	H7	H8
Marks	40 - 36	32	28	24	20	16	12	11 - 0



2. Compare how comprehensively similar or different ethical (moral) questions are explored in the treatment of the same theme or issue, in at least two texts on your comparative course. Develop your response with reference to your chosen texts. (70)

Expect candidates to compare how comprehensively similar or different ethical (moral) questions are explored in the treatment of the same theme or issue, in **at least two** texts on their comparative course. Answers should be developed with reference to at least two texts. Pay particular attention to the quality of the comparative writing and the development of the response, including the effective use of apt reference to the texts. Allow for a broad interpretation of “ethical (moral) questions”.

**Mark ex 70 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus and relevance, evidence of critical literacy

**In awarding marks for P, consider the following:**

- **evidence of understanding of *the mode* Theme or Issue**
- ***focus* on how comprehensively similar or different ethical (moral) questions are explored in the treatment of the same theme or issue, in each of at least two texts on their comparative course**
- **evidence of *effective comparison* within the mode Theme or Issue**

**C:** Sustained focus & relevance/appropriate management and sequencing of ideas/coherence/sustained comparative focus/apt use of examples, engagement with texts, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency quality of expression, use of comparative language, etc.

**M:** Accuracy of mechanics

**Etc.**

**Indicative material:**

- characters’ moral/immoral/ambiguous thoughts and actions may be explored comprehensively in the depiction of a theme or issue
- the study of a theme or issue may reveal the moral balance in a text
- the presentation of personal/historical/philosophical/cultural/social aspects of a theme may promote a sophisticated examination of moral/ethical dilemmas
- the comprehensive exploration of a theme allows us to establish insights into power politics/ moral relativity/right or wrong/the need for ethical yardsticks
- a reductionist approach to moral/ethical questions could lessen/deepen our engagement with a theme

**Etc.**

P 21	
C 21	
L 21	
M 7	

70 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	70 - 63	56	49	42	35	28	21	20 - 0
30%	21 - 19	17	15	13	11	9	7	6 - 0
10%	7	6	5	4	4	3	2	2 - 0

## Section III

## POETRY

(70 marks)

Candidates must answer **A – Unseen Poem** and **B – Prescribed Poetry**

**A UNSEEN POEM (20 marks)** Answer **either** Question 1 or Question 2.

**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, and its suggestiveness.

**1. (a) What impression do you form of the daughter in this poem? (10)**

Candidates should convey the impression they form of the daughter in the poem based on their reading of the text. Pay attention to the quality of the response and the use of apt reference to the poem.

**Mark ex 10 by reference to the criteria for assessment.**

10 Marks	H1	H2	H3	H4	H5	H6	H7	H8
	10 - 9	8	7	6	5	4	3	2 - 0

**(b) Did the poet’s use of language in the above poem add to its impact on you? Develop two points with reference to the poem in your response. (10)**

Candidates should determine whether, in their opinion, the poet’s use of language adds to its impact on them. They should develop two points to support their view. Pay attention to the quality of the response and the use of apt reference to the poem.

**Mark ex 10 by reference to the criteria for assessment.**

10 Marks	H1	H2	H3	H4	H5	H6	H7	H8
	10 - 9	8	7	6	5	4	3	2 - 0

**OR**

**2. “Guest Room is a fascinating exploration of the complex relationship between mother and daughter.” Do you agree or disagree with this statement? Develop your response with reference to both the subject matter and style of the poem. (20)**

Candidates should discuss the extent to which they agree or disagree with the statement provided. Responses should be supported with reference to both the subject matter and style of the poem.

Pay attention to the quality of the response and the use of apt reference to the poem.

**Mark ex 20 by reference to the criteria for assessment.**

20 Marks	H1	H2	H3	H4	H5	H6	H7	H8
	20 - 18	16	14	12	10	8	6	5 - 0

**B      PRESCRIBED POETRY      (50 marks)**

**GENERAL**

“Students at Higher Level will be required to study a representative selection from the work of eight poets: a representative selection would seek to reflect the range of a poet’s themes and interests and exhibit his/her characteristic style and viewpoint. Normally the study of at least six poems by each poet would be expected.” (DES English Syllabus, 6.3)

Note that, in the case of each poet, the candidates have the **freedom of choice** in relation to the poems studied.

Note that there is **not a finite list of any ‘poet’s themes and interests’**.

Note that, in responding to the question set on any given poet, the candidates must refer to poem/s they have studied but they are **not required to refer to any specific poem/s, nor are they expected to discuss or refer to all the poems they have chosen to study.**

In each of the questions in **Prescribed Poetry** the underlying nature of the task is the invitation to the candidates to **engage with the poems themselves**.

1. “Mahon’s evocative imagery conveys thematic concerns that are haunted by suggestions of darkness and anxiety.”

Discuss the extent to which you agree or disagree with the above statement, developing your response with reference to the poems by Derek Mahon on your Leaving Certificate English course.

Candidates should discuss the extent to which they agree or disagree with the statement provided.

Pay attention to the quality of the discussion and the development of the response with reference to the poems by Derek Mahon on the Leaving Certificate English course.

**Mark ex 50 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus/ relevance of response/ evidence of critical literacy/originality, etc.

**C:** Sustained focus/appropriate management and sequencing of ideas/coherence/cross reference/effective use of accurate quotation and reference, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, etc.

**M:** Accuracy of mechanics

**Etc.**

**Code I for “evocative imagery”**

conveys

**T “thematic concerns that are haunted by suggestions of darkness and anxiety”**

Better quality answers will show how evocative imagery **conveys** thematic concerns that are haunted by suggestions of darkness and anxiety.

**Indicative material:**

- graphic/nightmarish/chilling images of alienation/pogrom/genocide/desolation convey thematic concerns that are haunting/disturbing/dark/dismal
- powerful symbols emphasise Mahon’s thematic concern for the powerless/voiceless in a bleak history of despair
- poignant/lyrical imagery, with connotations of darkness/despair, often focus our attention on issues such as emotional wastelands/angst-ridden individuals
- surreal/enigmatic imagery often heightens themes concerned with futility and alienation
- nostalgic imagery can dilute the darkness/anxiety of his thematic concerns

**Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	50 - 45	40	35	30	25	20	15	14 – 0
30%	15 -14	12	11	9	8	6	5	4 – 0
10%	5	4	3	3	2	2	1	1 – 0

- 2. How successfully, in your opinion, does Kavanagh employ both a lyrical style and a celebratory tone to elevate the mundane realism of life in his work?**

**Develop your response with reference to the poetry by Patrick Kavanagh on your Leaving Certificate English course.**

Candidates should discuss how successfully Patrick Kavanagh employs both a lyrical style and a celebratory tone to elevate the mundane realism of life in his poetry.  
Pay attention to the quality of the discussion and the development of the response with reference to the poetry by Patrick Kavanagh on the Leaving Certificate English course.

**Mark ex 50 by reference to the criteria for assessment using the breakdown of marks below.**

- P:** Focus/ relevance of response/evidence of critical literacy/originality, etc.  
**C:** Sustained focus/appropriate management and sequencing of ideas/coherence/cross reference/effective use of accurate quotation and reference, etc.  
**L:** Language managed and controlled to achieve clear communication throughout/fluency/ quality of expression, etc.  
**M:** Accuracy of mechanics **Etc.**

**Code L** for “lyrical style **to elevate** the mundane realism of life”  
**C** for “celebratory tone **to elevate** the mundane realism of life”

**Indicative material:**

- evocative/fresh/transformational imagery heightens visions of childhood/rural Ireland/Dublin scenes/nature/seemingly banal events
- a celebratory/wistful/spiritual/passionate tone amplifies the drama of ordinary life
- an emotional intensity, produced by moments of epiphany, transforms the banal/parochial
- a perceptive/enigmatic voice/persona transforms the ordinary into the mystical
- an impinging realism can undermine the energy/transformational power of his poetry **Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	50 - 45	40	35	30	25	20	15	14 – 0
30%	15 -14	12	11	9	8	6	5	4 – 0
10%	5	4	3	3	2	2	1	1 – 0

**3. “Meehan employs vibrant and forceful language skilfully to challenge the often-oppressive forces identified in her poetry.”**

**Discuss the extent to which you agree or disagree with the above statement, developing your response with reference to the poems by Paula Meehan on your Leaving Certificate English course.**

Candidates should discuss the extent to which they agree or disagree with the statement provided.

Pay attention to the quality of the discussion and the development of the response with reference to the poems by Paula Meehan on the Leaving Certificate English course.

**Mark ex 50 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus/relevance of response/evidence of critical literacy/originality, etc.

**C:** Sustained focus/appropriate management and sequencing of ideas/coherence/cross reference/effective use of accurate quotation and reference, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.

**M:** Accuracy of mechanics

**Etc.**

**Code: S for “skilfully employs vibrant and forceful language”  
to challenge**

**F “the often-oppressive forces identified in her poetry”**

Better quality answers will show how vibrant and forceful language is employed skilfully to **challenge** the often-oppressive forces identified in her poetry.

**Indicative material:**

- powerful/vibrant images of resistance/dignity/nurture/solidarity counteract poverty/class – consciousness/stigmatisation
- skilful use of tone/personae to resist patriarchy/prejudice/marginalisation/disempowerment
- forceful/muscular use of vivid verbs/run-on-lines/onomatopoeia/sibilance/personification to confront death/mutability/social ills
- subversive/satirical/humorous images as a bulwark against the exploitative nature of life
- poignant/evocative images of crushing oppression/deprivation that cannot be countered by acts of resistance/nostalgic reflection

**Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	50 - 45	40	35	30	25	20	15	14 – 0
30%	15 -14	12	11	9	8	6	5	4 – 0
10%	5	4	3	3	2	2	1	1 – 0

4. “Donne makes effective use of inventive and paradoxical language to explore the human condition in his poetry.”

**Discuss this statement with reference to the poetry by John Donne on your Leaving Certificate English course.**

Candidates should discuss the extent to which they agree or disagree with the statement provided.

Pay attention to the quality of the discussion and the development of the response with reference to the poetry by John Donne on the Leaving Certificate English course.

**Mark ex 50 by reference to the criteria for assessment using the breakdown of marks below.**

**P:** Focus/relevance of response/evidence of critical literacy/originality, etc.

**C:** Sustained focus/appropriate management and sequencing of ideas/coherence/cross reference/effective use of accurate quotation and reference, etc.

**L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.

**M:** Accuracy of mechanics

**Etc.**

**Code I for “effective use of inventive and paradoxical language”**  
to explore

**H “the human condition in his poetry”**

Better quality answers will show how the effective use of inventive and paradoxical language **explores** the human condition in his poetry.

**Indicative material:**

- elaborate puns/double entendres/inventive word-play reveal insights into the human condition
- conceits/images deliver paradoxical/abstract views of death/spirituality/love/life/sensuality
- an ironic/satirical tone probes the nature of our existence
- inventive use of paradox/word-play/clever arguments to explore philosophical concerns/relationship with God/life, etc.
- challenging/ambiguous language leads to complication/difficulty/eccentric reasoning/lack of accessibility, which blunts Donne’s exploration of the human condition

**Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	50 – 45	40	35	30	25	20	15	14 – 0
30%	15 -14	12	11	9	8	6	5	4 – 0
10%	5	4	3	3	2	2	1	1 – 0

- 5 “A powerful sense of sadness is conveyed in Rich’s poetry through her exposure of the flawed nature of our existence.”

To what extent do you agree or disagree with the above statement? You should refer to both the language and the themes in the poetry by Adrienne Rich on your Leaving Certificate English course.

Candidates should discuss the extent to which they agree or disagree with the statement provided.

Pay attention to the quality of the discussion and the development of the response with reference to the language and themes in the poetry of Adrienne Rich on the Leaving Certificate English course.

**Mark ex 50 by reference to the criteria for assessment using the breakdown of marks below.**

- P:** Focus/relevance of response/evidence of critical literacy/originality, etc.  
**C:** Sustained focus/appropriate management and sequencing of ideas/coherence/cross reference/effective use of accurate quotation and reference, etc.  
**L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.  
**M:** Accuracy of mechanics **Etc.**

**Code: S** for “a powerful sense of sadness”

is conveyed through

**F** “her exposure of the flawed nature of our existence”

Better quality answers will show how a powerful sense of sadness **is conveyed** through her exposure of the flawed nature of our existence.

**Indicative material:**

- poignant images often emerge from visions of trapped/disempowered individuals
- a dark/ brooding tone delivers a bleak commentary on the flawed nature of society’s assumptions
- powerful/evocative metaphors reveal the complex/traumatic nature of our existence/process of socialisation/colonisation
- pathos/sadness, generated by the use of personae, reveal power politics/patriarchy/hierarchy
- sadness, in relation to this flawed nature, is tempered by Rich’s searching engagement/objective analysis/reflective capacity **Etc.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	50 - 45	40	35	30	25	20	15	14 – 0
30%	15 -14	12	11	9	8	6	5	4 – 0
10%	5	4	3	3	2	2	1	1 – 0



LEAVING CERTIFICATE ENGLISHCRITERIA FOR ASSESSMENT

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

**ASSESSMENT CRITERIA – GRADE GRID**

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

Discrete Criteria:

100 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

70 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	70 - 63	62 - 56	55 - 49	48 - 42	41 - 35	34 - 28	27 - 21	20 - 0
30%	21 - 19	17	15	13	11	9	7	6 - 0
10%	7	6	5	4	4	3	2	2 - 0

60 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	60 - 54	53 - 48	47 - 42	41 - 36	35 - 30	29 - 24	23 - 18	17 - 0
30%	18 - 17	15	13	11	9	8	6	5 - 0
10%	6	5	4	4	3	2	2	1 - 0

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	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

Combined Criteria:

	H1	H2	H3	H4	H5	H6	H7	H8
40 marks	40 - 36	32	28	24	20	16	12	11 - 0
30 marks	30 - 27	24	21	18	15	12	9	8 - 0
20 marks	20 - 18	16	14	12	10	8	6	5 - 0
15 marks	15 - 14	12	11	9	8	6	5	4 - 0
10 marks	10 - 9	8	7	6	5	4	3	2 - 0

## REASONABLE ACCOMMODATIONS

Candidates presenting for examination 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.

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

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

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

The Comparative Study marks, for example, will be applied by awarding marks for PCL:

21 P 19  
 21 C 16  
21 L 17  
 52

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 1 and Paper 2 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 1	=	115
Divide by 9	=	12
Grand Total	=	127

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

In using Combined Criteria, the following will apply:

Questions valued at 40 marks are assessed out of 36 marks

Questions valued at 30 marks are assessed out of 27 marks

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

Combined Criteria - Grade Grid

	<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>	<b>H5</b>	<b>H6</b>	<b>H7</b>	<b>H8</b>
<b>36 marks</b>	36 - 33	29	26	22	18	15	11	10 - 0
<b>27 marks</b>	27 - 25	22	19	17	14	11	9	8 - 0
<b>18 marks</b>	18 - 17	15	13	11	9	8	6	5 - 0
<b>13 marks</b>	13 - 12	11	10	8	7	6	4	3 - 0
<b>9 marks</b>	9	8	7	6	5	4	3	2 - 0

# **MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE**

CANDIDATE ANSWERS QUESTION A AND B FROM THE SAME TEXT

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

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

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

CANDIDATE ANSWERS ALL THE QUESTION As AND QUESTION Bs

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

THERE IS NO ATTEMPT AT SHAKESPEARE

- Mark the Single Text answer on a non-Shakespearean text as per the marking scheme.
- Mark the comparative answer as per the marking scheme.
- Implement one the following, as appropriate:

**In the case of a two-part (30/40 mark) question**

disallow the marks awarded for the answer to Question 1.(a)

**OR**

disallow 50% of the marks awarded for the answer to Question 1.(b), rounding down to the nearest whole number

**In the case of a single-part 70-mark question**

disallow one third of the mark awarded for this comparative answer, rounded down to the nearest whole number, **regardless of whether the candidate has answered using two or three texts in their response.**

**N.B Award the marks either to the answer on the Single Text or the adjusted marks awarded to the comparative answer, whichever provides the candidate with the best outcome.**

THE USE OF AN INVALID TEXT/THE USE OF AN INCORRECT COMBINATION OF TEXTS IN COMPARATIVE STUDY

- Mark the comparative answer as per the marking scheme.
- Implement one of the following, as appropriate:

**In the case of a two-part (30/40 mark) question**

If a candidate uses an invalid text in answering Question 1.(a), disallow the marks awarded for this answer.

**OR**




If the candidate uses an invalid text in answer to Question 1.(b), disallow 50% of the marks awarded for this answer, rounding down to the nearest whole number

**N.B. Award the valid marks that provide the candidate with the best outcome.**

**In the case of a single-part 70-mark question**

disallow one third of the mark awarded for this Comparative answer, rounded down to the nearest whole number, **regardless of whether the candidate has answered using two or three texts in their response.**

One or more of the above procedures may be applied as appropriate.

Online Marking Annotations		
Symbol	Description	Denoting
	Tick	Correct, Relevant, Valid, Of Merit
	Horizontal Wavy Line	Error Underlined
	Vertical Wavy Line	Page Seen/Inefficient use of language
<b>MMS</b>	Letters MMS in a box	Modified Marking Scheme Applied
<b>INVLD</b>	Letters INVLD in a box	Text used in an invalid fashion See Appendix 4
<b>[Number]</b>	Number(s) in square brackets	<p>The highest mark awarded in response to a question is entered in the marking panel.</p> <p>The total mark allocated to additional attempts at the <b>same</b> question is indicated on the script through the use of a number between square brackets.</p>

Blank Page



**Blank Page**

**Blank Page**



