



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2023**

**Marking Scheme**

**English**

**Ordinary Level**

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

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

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

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

## **Future Marking Schemes**

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

## **CRITERIA FOR ASSESSMENT.**

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

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

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

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

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

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

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

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

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

### **Use of Codes**

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

### **Use the full range of marks available**

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

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

**General – Paper 1**

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

**MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE – PAPER I**

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

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

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

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

# PAPER 1

## SECTION I

## COMPREHENDING

(100 marks)

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

### TEXT I – LESSONS LEARNED ON THE ROAD TO SUCCESS

#### Question A – 50 marks

(i) Based on your reading of the written part of TEXT 1, what impression do you form of Denise O’Sullivan? Make three points in your response. Support your answer with reference to the text. (15)

Candidates should focus their answers on three impressions they formed of Denise O’ Sullivan having read the written part of Text 1. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material:** Passionate about football; complimentary about her manager and teammates; home bird; she likes travel; adaptable; bit of a tomboy; inspiring to others; team player; ambitious; always trying to learn and improve; determined; independent; sense of humour, self-deprecating, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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(ii) In your opinion, which two of the following words do you think accurately describe the above article?

Inspiring

Thought-provoking

Well-written

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

Candidates should explain which two of the listed words most accurately describe the article in their opinion. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material: Inspiring:** she is so passionate; she has achieved so much; she is motivated to improve further; she is globe-trotting. **Thought-provoking:** makes you think about life – the things you can learn in life; things you can achieve; how an ordinary girl can become an international player; how adaptable people can be. **Articulate:** good use of dialogue; very informative; use of superlatives; gives a strong sense of her personality; good use of verbs, adjectives, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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**(iii) (a) What would you consider to be the most valuable lesson that you have learned in your life? Explain why you consider this lesson to be so valuable. (10)**

Candidates should identify what they believe is the most valuable lesson they have learned in their life and explain why they consider this lesson to be so valuable. Candidates are free to offer any lesson they consider valuable in their response.

Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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**(b) Which one of the two images in TEXT 1 would you choose to accompany this article in the newspaper in order to make a strong impression on a reader? Give reasons for your answer. (10)**

Candidates should choose one of the images to accompany this article in the newspaper and explain why it would make a strong impression on a reader. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material: Picture A:** great action shot – more interesting; shows her determination, fitting with the passage; shows how athletic she is; shows her strength.

**Picture B:** shows her as a team player; shows the pleasure she takes from the sport; great facial expression, etc.

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

Imagine you have completed your Leaving Certificate and have moved away from home. You decide to write a **blog** over the course of your first year away from home, recording what life is like for you. Write the blog detailing your experiences. In it you should write about: how you felt leaving home, some of the difficulties you experienced during the year and some of the things that you learned by the end of the year.

Candidates should adopt the persona of a person who has recently moved away from home. It should be written in the first person in the form of a blog. Expect an appropriate register. It could be written as a single entry or a series of entries. In their blogs candidates should write about: how they felt leaving home, some of the difficulties they experienced during the year and some of the things that they learned by the end of the year. Candidates should explore the three areas outlined in the question, though not necessarily treating them equally. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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<b>50 marks</b>	<b>O1</b>	<b>O2</b>	<b>O3</b>	<b>O4</b>	<b>O5</b>	<b>O6</b>	<b>O7</b>	<b>O8</b>
	50 - 45	44 - 40	39 - 35	34 - 30	29-25	24 -20	19 - 15	14 - 0

## TEXT 2 – LESSONS FOR THE FUTURE

### Question A – 50 marks

- (i) Based on your reading of TEXT 2, what impression do you form of George Saunders? Make three points in your response. Support your answer with reference to the text. (15)

Candidates should focus their answers on three impressions they formed of George Saunders having read Text 2. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material:** Candidates may suggest that Saunders is: humorous; self-deprecating; thoughtful; questioning; wise; articulate; colourful language; encouraging; motivating; kind; compassionate; irreverent, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) What features of the above speech do you believe make it suitable or not suitable to be delivered to students at a graduation ceremony? Explain your answer. (15)

Candidates should explain which features from the speech make it suitable or unsuitable to be delivered to students at a graduation ceremony. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material:** Use of anecdotes; use of humour; questions and rhetorical questions; inspirational; varied sentence structure and length; repetition; imperative language; good opening; good ending, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) What would you consider to be the most valuable lesson that you have learned in your life? Explain why you consider this lesson to be so valuable. (10)

Candidates should identify what they believe is the most valuable lesson they have learned in their life and explain why they consider this lesson to be so valuable. Candidates are free to offer any lesson they consider valuable in their response. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria for Assessment.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Imagine that one of the images accompanying this text was projected on a screen behind George Saunders as he delivered this speech. Which one of the two images would you choose in order to make a strong impression on the audience? Give reasons for your answer. (10)

Candidates are free to refer to both images in their response but must nominate one image primarily giving reasons why they choose this image to be projected on a screen behind Saunders

as he delivered his speech. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria for Assessment.

**Indicative material: Picture A:** it demonstrates an act of kindness core to his speech; it shows co-operation; it is positive; the facial expression shows the person’s appreciation, etc. **Picture B:** symbolises the road ahead; colourful eye-catching; suggests adventure; suggests that you don’t know what’s ahead; open opportunity, etc.

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

Imagine you are conducting a **radio interview** with an older person who has had an eventful life. Write the text for the interview, including the responses that you think the interviewee might give. In the interview you should ask them: to describe an eventful episode that made them think, to reflect on something they would do differently and to offer one piece of advice they think would be beneficial for the listeners.

Candidates should write the script for an interview they are conducting with an older person who has had an eventful life. Candidates should explore the three areas outlined in the question, though not necessarily treating them equally. They should pay particular attention to the quality of the response of the interviewee. Expect an appropriate register. Candidates are free to ask additional questions. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria for Assessment.

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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<b>50 marks</b>	<b>O1</b>	<b>O2</b>	<b>O3</b>	<b>O4</b>	<b>O5</b>	<b>O6</b>	<b>O7</b>	<b>O8</b>
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

## TEXT 3 – LIFE LESSONS THROUGH ART

### Question A – 50 marks

- (i) Based on your reading of TEXT 3 what impression do you form of Banksy?  
Make three points in your response. Support your answer with reference to the text. (15)

Candidates should focus their answers on three impressions they formed of Banksy having read Text 3. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material:** Highly creative; imaginative; contradictory; complex; humorous; playful; cunning; independent; materialistic; enjoys his celebrity status; thought-provoking; challenging, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Graffiti can be both visually striking and thought-provoking. In the case of both of the images by Banksy, describe what is visually striking about each image and explain what life lessons you gained from them. (15)

Candidates should describe what is visually striking about both images and explain what life lessons they gained from them. They are not required to treat each image equally. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

**Indicative material: Picture A:** Very powerful use of colour and contrast; striking pose; mysterious; ambiguous; sometimes protest is necessary; protest can be non-violent; sometimes violence is necessary, etc. **Picture B:** motive; striking image; plays on the unexpected; clever word play/punning; stark austere; makes you think about change; how change needs to be more fundamental – society needs to change, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) What would you consider to be the most valuable lesson that you have learned in your life? Explain why you consider this lesson to be so valuable. (10)

Candidates should identify what they believe is the most valuable lesson they have learned in their life and give an explanation as to why they consider this lesson to be so valuable. Candidates are free to offer any lesson they consider valuable in their response. Consideration should be given to the quality of the explanation provided and the quality of the response with regard to the Criteria for Assessment.

Combined Criteria ex 10	P+C = 6	L + M = 4
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**(b) Why do you think the artist Banksy has tried to remain anonymous?  
Give reasons for your answer. You may refer to the text if you wish. (10)**

Candidates should explain the reasons why they believe the artist Banksy has tried to remain anonymous. Consideration should be given to the quality of the explanation provided and the quality of the response with regard to the Criteria for Assessment.

**Indicative material:** He can move freely amongst the public and get ideas for his art; he doesn't like publicity; it makes his work more valuable – commercial reasons; It gives him more control; it's part of his personality – he likes the playful element, etc.

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

**Graffiti has started to appear on walls and other surfaces in your local area. It has become a source of controversy, with some people considering it to be art and others considering it vandalism. Write a letter to your local newspaper in which you respond to the issue. In your letter you should: describe what some of the graffiti looks like, explain what your own views are on the controversy and make a suggestion as to what actions local authorities should take in relation to it.**

Expect candidates to write a letter to a local newspaper in which they outline their views on the issue of graffiti appearing in their locality. In the letter they should: describe what some of the graffiti looks like, explain what their views are on the controversy and suggest what actions local authorities should take in relation to it. Candidates should explore the three areas outlined in the question, though not necessarily treating them equally. Expect an appropriate register. Consideration should be given to the quality of the explanation provided and all aspects of the response with regard to the Criteria for Assessment.

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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<b>50 marks</b>	<b>O1</b>	<b>O2</b>	<b>O3</b>	<b>O4</b>	<b>O5</b>	<b>O6</b>	<b>O7</b>	<b>O8</b>
	50 - 45	45 - 40	39 - 35	34 - 30	29-25	24 - 20	19- 15	14 - 0

**General**

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

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

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

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

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

1. TEXT 1 details Denise O’Sullivan’s passionate love of football.

**Write a personal essay in which you describe some of the things in life that you are passionate about and explain why these things are so important to you.**

Candidates should write in a reflective manner about some of the things they are passionate about in life and explain why they are important to them. They must reflect on at least two things.

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

**Mark ex 100 by reference to the Criteria for Assessment.**

**P:** Focus – a **personal essay** in which candidates reflect on some of the things they are passionate about in life and explain why they are important to them. They must reflect on at least two things.

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

Relevance

Originality and freshness, etc.

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

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

**M:** Accuracy of mechanics

	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

2. In the speech in TEXT 2 the audience is encouraged to “try to be kinder”.

**Write a short story in which a person carries out an act of kindness which has a surprising or unexpected outcome.**

Candidates should write a short story about a person who carries out an act of kindness which has a surprising or unexpected outcome. The story may be serious or humorous or both.

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

**Mark ex 100 by reference to the Criteria for Assessment.**

**P:** Focus – a **short story** about a person who carries out an act of kindness which has a surprising or unexpected outcome.

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

Relevance

Originality and freshness, etc.

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

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

**M:** Accuracy of mechanics

	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

3. In the opening of TEXT 2 George Saunders refers to people making “a series of dreadful mistakes” in life.

**Imagine you are taking part in a schools’ debating competition. Write a speech in which you argue for or against the motion: “Human beings never learn from their mistakes.”**

Candidates should write a speech, in which they argue for or against the motion: “Human beings never learn from their mistakes.”

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

**Mark ex 100 by reference to the Criteria for Assessment.**

- P:** Focus – a **speech**, suitable for a schools’ debating competition in which they argue for or against the motion: “Human beings never learn from their mistakes.”  
 Understanding of genre – tone and register may be formal or informal but should show an awareness of the intended audience; there should be a persuasive/ argumentative aspect to the writing; may include examples/ anecdotes/quotations; Use inclusive/rhetorical language, etc.  
 Relevance.  
 Originality and freshness, etc.
- C:** The extent to which the speech is successfully shaped, sustained and developed, sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

4. TEXT 3 refers to a list of the world’s 100 most influential people.

**Write a personal essay in which you describe some of the important people who have had an influence on you, and explain the impact they have had on your life.**

Candidates should write in a reflective manner about some of the important people who have influenced them and explain the impact they have had on the candidates’ lives.

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

**Mark ex 100 by reference to the Criteria for Assessment.**

**P:** Focus – a **personal essay** in which candidates reflect on some of the important people who have influenced them and explain the impact they have had on the candidates’ lives.

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

Relevance

Originality and freshness, etc.

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

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

**M:** Accuracy of mechanics

	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

5. The artist Banksy who features in TEXT 3 is sometimes referred to as a 'celebrity artist'.

**Write a magazine article entitled, "Celebrities – Love Them or Hate Them!" in which you discuss the influence of celebrity culture in today's world. Your article may be serious or humorous or both.**

Candidates should write a magazine article, entitled "Celebrities – Love Them or Hate Them!" in which they discuss the influence of celebrity culture in today's world. The article may be serious or humorous or both.

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

**Mark ex 100 by reference to the Criteria for Assessment.**

- P:** Focus – an article suitable for a magazine entitled "Celebrities – Love Them or Hate Them!" in which they discuss the influence of celebrity culture in today's world. The article may be serious or humorous or both.  
 Understanding of genre – The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register should be suited to a magazine article.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the article is successfully sustained and developed; effective shaping of the article; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

	01	02	03	04	05	06	07	08
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

6. In TEXT 2, George Saunders describes an embarrassing moment in his life.

**You have been asked to give a talk to the first-year students starting in your school entitled, “You can’t get it right all of the time in life!” Your talk aims to put the first-year students at ease as they start life in their new school.**

Candidates should write a talk, in which they address first-year students starting in their school. The talk entitled, “You can’t get it right all of the time in life!” aims to put the first-year students at ease as they start life in their new school.

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

**Mark ex 100 by reference to the Criteria for Assessment.**

**P:** Focus – a **talk**, suitable for delivery to first-year students starting in their school. The talk entitled, “You can’t get it right all of the time in life!” aims to put the first-year students at ease as they start life in their new school.

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

Relevance.

Originality and freshness, etc.

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

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

**M:** Accuracy of mechanics

	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

7. In TEXT 1, being competitive is important to Denise O’Sullivan.

**Write a short story in which two rival characters compete against each other, leading to disastrous consequences for them both.**

Candidates should write a short story in which two rival characters compete against each other, leading to disastrous consequences for them both.

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

**Mark ex 100 by reference to the Criteria for Assessment.**

**P:** Focus – a **short story** in which two rival characters compete against each other, leading to disastrous consequences for them both.

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

Relevance

Originality and freshness, etc.

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

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

**M:** Accuracy of mechanics

	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	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