



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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 2024 is set out in the appropriate DES Circular **0013/2022**

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. Answer ONLY ONE Question A and ONLY ONE Question B.

TEXT 1 – CHALLENGE 1 – A NEW SCHOOL

Question A – 50 Marks

- (i) What impression do you form of Jamie from reading the above extract? Make three points in your response. Support your answer with reference to the text. (15)

Expect candidates to make three points about Jamie's character based on their reading of the passage. Candidates should support their views with reference to the passage. 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: Jamie is anxious, nervous; quirky different; over-analyses things; superstitious; afraid of change; clever; intellectual; a reader; arrogant about his opinions; socially isolated; a loner – no friends; close to his father/distant from his father, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you think this extract is a good example of descriptive writing? Give reasons for your answer, referring to the above extract. (15)

Candidates may agree or disagree about whether the passage is good descriptive writing. Expect candidates to give more than one reason in their response. Responses should be supported by references to the extract. 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: *Yes because:* cleverly recreates Jamie's thought process – stream of consciousness; clever use of imagery – similes; effective use of dialogue between Jamie and Eoin; good use of descriptive adjectives; cleverly creates sense of anxiety, etc. *No because:* opening is confusing – not descriptive; no sense of place; have no sense of what the characters look like, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) The theme of this examination paper is 'Challenges'. What do you think will be the greatest challenge ahead of you in life? Describe how you intend to deal with that challenge. (10)

Candidates are free to suggest that anything is a significant challenge ahead, within reason. Expect a broad range of suggestions drawing from many areas of life. Challenges may be physical, emotional, intellectual, etc. Candidates are expected to explain how they intend to deal with the challenge they face. 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.

Combined Criteria ex 10	P + C = 6	L + M = 4
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(b) The cover of a novel is important in catching a potential reader's attention. Cover A and Cover B have both been used to sell the novel *How to Build A Boat*. Which cover do you prefer? Give reasons for your answer, referring to both covers in your response. (10)

Candidates are free to select either cover; the cover preferred should be clearly nominated. Candidates are expected to refer to both covers when offering reasons for their preference. 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: *Cover A because:* Focus is on Jamie – key character in the story; close up gives a sense of the intensity of his mind as shown in the opening of the passage; the lines look like the sails of a ship – also imitates Jamie's thought process; dot-to-dot effect leads you to the title; prefer black and white – intense, etc. *Cover B because:* colour has a greater impact; there is an actual boat; swirling waves replicate the confused mind of the child; prefer the recommendation in either, etc.

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

You are nearing the end of your time in secondary education. You have been asked to put three objects into a time capsule, representing your time in school. A time capsule is a container storing a selection of objects, buried for discovery in the future. Write a blog for your school website in which you: describe each object you will put in the capsule, explain why you have chosen each of them to represent your time in school, and imagine how people will react when they find the capsule fifty years from now.

Candidates should write a blog for their school website describing the activity. Three objects should be nominated for inclusion in the time capsule. Candidates are free to suggest any object within reason. They should in some way represent the candidate's time and experience in school. Each object should be described and an explanation given as to why they were selected. Candidates should offer suggestions as to how they think people will react when the time capsule is discovered in the future. Expect an appropriate register. 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.

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

TEXT 2 – CHALLENGE 2 – BEAT THE CLOCK

Question A – 50 Marks

- (i) **What impression do you form of Rhasidat Adeleke from reading the above extract? Make three points in your response. Support your answer with reference to the text.** (15)

Expect candidates to make three points about Rhasidat Adeleke based on their reading of the passage. Candidates should support their views with reference to the passage. 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: Very talented sportswoman; hard working; highly motivated – wants to improve; high achiever with big ambitions; likes to take on challenges; academic; nervous of change and new experiences; team player; family orientated, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) **Do you think this extract gives a good sense of the place where Rhasidat trains and studies? Give reasons for your answer, referring to the above extract.** (15)

Candidates are free to answer that it does or doesn't give a good sense of the place where Rhasidat trains and studies. Expect candidates to give more than one reason in their response. Responses should be supported by references to the extract. 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: *Yes because:* statistics, facts and numbers give a great sense of the size and scale of the place; emphasis placed on the heat, descriptions of the sun; reflections give a sense of the intensity of the place and how different it is; sense of training and studying as part of a team – suggests close relationships despite the size; everything seems exaggerated, gigantic, etc. *No because:* just statistics and numbers don't give a sense of what the place looks like; little description – hard to picture place; repetitious – would be better if other areas were described; no sense of what her day-to-day life is like, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) **The theme of this examination paper is 'Challenges'. What do you think will be the greatest challenge ahead of you in life? Describe how you intend to deal with that challenge.** (10)

Candidates are free to suggest that anything is a significant challenge ahead, within reason. Expect a broad range of suggestions drawing from many areas of life. Challenges may be physical, emotional, intellectual, etc. Candidates are expected to explain how they intend to deal with the challenge they face. 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.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) You are designing the front cover for an information booklet encouraging young Irish athletes to take up sports scholarships abroad. Suggest two images you would put on the cover and explain why you think they would be appropriate. (10)

Expect candidates to suggest two images for the front cover of an information booklet encouraging young Irish athletes to take up sports scholarships abroad. Allow for a broad range of suggestions, within reason. Candidates must explain why they think their chosen images would encourage Irish athletes to take up sports scholarships. 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: booklet cover could show: Aerial view of the campus to give an overall picture; images of athletes in action; images of state-of-the art facilities; images of intense training sessions with coaches; images of comfortable living quarters; images of students engaging happily with each other, etc.

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

You are a sports commentator on the radio, covering the end of an exciting sporting event. You can be covering any type of sporting event. Write the text of your commentary in which you: create a sense of the mood of the occasion for the listeners, describe two exciting incidents that occur towards the end of the event, and reflect on the outcome of the event.

Candidates should write the text of their commentary on a sporting event for radio broadcast. The commentary can be on any sporting event. Allow for a broad range of approaches. Candidates should describe two exciting incidents that occur towards the end of the event, and reflect on the outcome of the event. Overall the candidate's writing should try to create a sense of the occasion. Expect an appropriate register. 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.

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

TEXT 3 – CHALLENGE 3: LIFE CHALLENGES

Question A – 50 Marks

- (i) Based on your reading of the written text in TEXT 3, which three of the ten quotations about challenges do you find most interesting and inspiring? Give reasons why you find these quotes interesting and inspiring. (15)

Expect candidates to select three of the quotations and explain why they find these choices interesting and inspiring. Candidates are free to select any quotations. Allow for a synonymous treatment of interesting and inspiring. 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: *Quotations could:* be motivators for change; make candidates think about things in a different way; reflect the difficulties candidates have to face and overcome; give candidates the equipment to take on challenges; reflect universal truths or wisdom, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) The theme of this examination paper is 'Challenges'. Based on what you see in the images in TEXT 3 above, explain three things you learn from them about challenges in life. You may use one or more than one of the images in your response. (15)

Expect candidates to explain three things that can be learned from the visual images in TEXT 3.

Candidates are free to use any of the four images. Candidates may use images more than once 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.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) The theme of this examination paper is 'Challenges'. What do you think will be the greatest challenge ahead of you in life? Describe how you intend to deal with that challenge. (10)

Candidates are free to suggest that anything is a significant challenge ahead, within reason.

Expect a broad range of suggestions drawing from many areas of life. Challenges may be physical, emotional, intellectual, etc. Candidates are expected to explain how they intend to deal with the challenge they face. 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.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) You have been asked to suggest two more images to add to the above collection of images on the theme of challenges. Describe the images you would suggest and explain why you believe these would be good additions to the collection. (10)

Expect candidates to suggest two further images to add to the collection of images on the theme of challenges. Candidates are free to suggest any images within reason. Candidates must describe the chosen images and to explain why they think their choices are justified. Allow for a broad variety of suggestions. Images could be suggestive of physical, emotional intellectual challenges. Challenges could be to individuals or to groups, etc. 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.

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

You are a newspaper columnist whose articles give advice to parents and guardians. This week you are writing about the challenges teenagers can commonly face in today's world. Write the text of your article in which you: write an introduction to the topic, describe some of the challenges commonly faced by teenagers today, and give your readers advice as to how they can help teenagers face these challenges.

Expect candidates to write a newspaper article advising parents and guardians about the challenges teenagers commonly face in today's world. Allow for a broad interpretation of challenges in this context. Expect an appropriate register for an advice column. Candidates are expected to write an introduction to the topic; describe some of the challenges faced by teenagers today, and advise readers (parents and guardians) as to how they can help their teenagers face the challenges.

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

SECTION II

COMPOSING

(100 marks)

General

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

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

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

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

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

1. In TEXT 1 Jamie's father, Eoin, describes the anxiety of facing the challenge of the week ahead as 'Sundaynightitis'.

Write a personal essay in which you reflect on the challenges of facing a typical week in your life.

Candidates should write in a reflective manner on the challenges of facing a difficult week in their lives. Allow for a broad variety of challenges. Allow for a serious or humorous approach or both. Candidates 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 the challenges of facing a difficult week. 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 Etc.

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

2. In TEXT 3 Martin Luther King Jr. advises people 'to face the challenge of change'.

Write a short story, featuring a character who has to overcome difficulties because of a significant change in his or her life.

Candidates should write a short story about a character who has to overcome difficulties because of a significant change in his or her life.

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 character who has to overcome difficulties because of a significant change in his or her life.
Understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.
Relevance
Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics Etc.

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

3. In TEXT 2 Rhasidat has to adjust to life in Texas, which is very different to life in Ireland.

Write a magazine article in which you consider some of the challenges of adapting to life in a new country.

Candidates should write a magazine article in which they consider some of the challenges of adapting to life in a new country. 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** in which candidates consider some of the challenges of adapting to life in a new country.

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

Etc.

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

4. In TEXT 3 Alice Walker refers to giving up power.

Write a short story set in a world where a corrupt leader is challenged and overcome.

Candidates should write a short story set in a world where a corrupt leader is challenged and overcome. Candidates are free to choose their own setting, time and place. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

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

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

5. TEXT 2 describes Rhasidat as a talented athlete.

Write a personal essay in which you describe your own talents and consider how you have developed them.

Candidates should write in a reflective manner about their talents. In their reflection they should describe their talents and consider how they have developed them. Allow for a broad variety of talents. Allow for a serious or humorous approach 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 **personal essay** in which candidates reflect their own talents and how they developed them.
 Understanding of genre – the writing should be shaped as a personal essay e.g. written from the perspective of the engaged 'I'/personal register/written in the first person/ reflective insights/confessional tone/individual observation/use of personal anecdotes/include pertinent personal details/strongly held personal views and opinions/use of authentic personal voice, etc.
 Relevance
 Originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the personal essay; sequencing and management of ideas, etc
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics Etc.

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

6. The theme for this examination paper is 'Challenges'.

You have been invited to deliver a speech entitled, "The Challenges Facing our World Today" to a youth forum in the United Nations. Write the text of the speech you would deliver.

Candidates should write a speech entitled, "The Challenges Facing our World Today". They should recognise the audience and adopt a suitable register. 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**, to be delivered at a youth forum in the United Nations entitled, "The Challenges Facing our World Today".

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

Etc.

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

7. In TEXT 1 Jamie says he wants to complain about going to a new school.

Write a feature article for a magazine in which you explore whether or not people nowadays are likely to complain officially, when they are unhappy about something. Your article can be serious or humorous or both.

Candidates should write a magazine article in which they explore whether or not people nowadays are likely to complain when they are unhappy about something. Your article can 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** in which they, explore whether or not people nowadays are likely to complain when they are unhappy about something. Your article can 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

Etc

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

Paper Two

General.

“This paper will test students’ knowledge of and response to a range of texts”

(DES English Syllabus, 7.4 p 20)

N.B. RESPONDING TO DRAMATIC TEXTS

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

MARKING RESPONSES TO MORE THAN ONE SINGLE TEXT

Please consult your advising examiner in the event that a candidate responds to a question or questions on more than one single text.

N.B. Rubrics 2024 – SECTION I SINGLE TEXT

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

Each question carries 30 marks.

Section I

Single Text

(60 Marks)

A ALL THE LIGHT WE CANNOT SEE – Anthony Doerr

1. (a) What do you think is the most important lesson that can be learned from Doerr's novel, *All the Light We Cannot See*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; selfishness/selflessness; the positive and negative dimensions of human behaviour; relationships and our treatment of others; resilience of those during the war; suggestions linked to specific characters and their actions; the nature of conflict, the effects of war; significant themes, cruelty, injustice – treatment of Frederick/prisoner, cruelty, hope, taking responsibility for one's decisions, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) We may or may not agree with the actions taken by characters in novels. Describe one action taken by a character in Doerr's novel, *All the Light We Cannot See*, and explain why you did or did not agree with it. (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; actions taken by any of the central characters could be laudable or open to criticism; Werner's fixing of Nazi technology; Marie Laure – actions to survive; the actions of the resistance, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *All the Light We Cannot See* is a good title for Doerr's novel? Make two points in your response, supporting them with reference to the text. (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be

given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the themes, plot, characters in the novel; it causes the reader to question what the novel is about; multiple readings can be taken from the title; it may be symbolic/mysterious; it is confusing, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. **Identify three objects, featured or referred to, in Doerr's novel, *All the Light We Cannot See*, that you believe helped you to understand a key aspect of the novel. In the case of each object, explain how it helped you to understand a key aspect of the novel. Your response should demonstrate your knowledge of the text.**

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/atmosphere; epitomise something central to the world of the text, the diamond – showing the desperate lengths people will go to; the models showing ingenuity and resilience; bucket of cold water – sadistic cruelty; Marie-Laure's braille books; Werner's radio; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. **You are giving a talk to your class about the powerful mood created by Doerr in his novel *All the Light We Cannot See*. In your talk you should:**

- **Describe two moments in the novel when the mood was particularly powerful**
- **Explain why the mood was so powerful in your chosen moments**
- **Explain what your overall feelings were when you finished studying the novel.**

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the novel when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the novel. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Doerr's novel, *All the Light We Cannot See*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of "significant" within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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B SILAS MARNER – George Eliot

1. (a) What do you think is the most important lesson that can be learned from Eliot's novel, *Silas Marner*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; resilience; suggestions linked to specific characters and their actions; significant themes, justice, greed, hope, love; no person can live in isolation; the power of kindness; the importance of facing responsibilities; justice – consequences of our actions; the truth will out, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) We may or may not agree with the actions taken by characters in novels. Describe one action taken by a character in Eliot's novel, *Silas Marner*, and explain why you did or did not agree with it. (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; Dunstan's theft of Silas's money; Silas's hoarding – cutting himself off; the kind actions of Dolly Winthrop; Godfrey not telling the truth; Eppie's rejection of Godfrey; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) **Do you think that *Silas Marner* is a good title for Eliot's novel? Make two points in your response, supporting them with reference to the text. (10)**

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the plot, the main protagonist in the novel; it causes the reader to question what the novel is about; it is straight forward and accessible; it is dull and boring; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. **Identify three objects featured or referred to, in Eliot's novel, *Silas Marner*, that you believe helped you to understand a key aspect of the novel. In the case of each object, explain how it helped you to understand a key aspect of the novel. Your response should demonstrate your knowledge of the text.**

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/ atmosphere; epitomise something central to the world of the text; the gold coins; riding whip; a spider; the weaving loom; the straws for the drawing of lots; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Eliot in her novel, *Silas Marner*.

In your talk you should:

- Describe two moments in the novel when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the novel.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the novel when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the novel. Candidates are free to choose any moments from the novel provided that their focus is on the mood.

Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Eliot's novel, *Silas Marner*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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C PHILADELPHIA, HERE I COME! - Brian Friel

1. (a) What do you think is the most important lesson that can be learned from Friel's play *Philadelphia, Here I Come!*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; suggestions linked to specific characters and their actions; significant themes, communication, patriarchy, friendship, hope, love; no person can live in isolation; the power of kindness; the role of women; Irishness; emigration; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) We may or may not agree with the actions taken by characters in plays. Describe one action taken by a character in Friel's play *Philadelphia, Here I Come!* and explain why you did or did not agree with it. (10)

Expect candidates to describe one action taken by a character in the play and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; Gar running from Senator Doogan; his impetuous decision to go to Philadelphia; SB not remembering the boat; Gar's inability to communicate; Gar's inappropriate behaviour towards Kate; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *Philadelphia, Here I Come!* is a good title for Friel's play? Make two points in your response, supporting them with reference to the text. (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the themes, plot, characters in the novel; it causes the reader to question what the play is about; multiple readings can be taken from the title; it may be symbolic; the exclamation mark suggests a sense of excitement; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- 2. Identify three objects featured or referred to, in Friel's play, *Philadelphia, Here I Come!*, that you believe helped you to understand a key aspect of the play. In the case of each object, explain how it helped you to understand a key aspect of the play. Your response should demonstrate your knowledge of the text.**

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/ atmosphere; epitomise something central to the world of the text; SB's newspaper; the suitcase; Ned's belt; Gar's record player; the kitchen clock; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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- 3. You are giving a talk to your class about the powerful mood created by Friel in his play, *Philadelphia, Here I Come!*.**

In your talk you should:

- Describe two moments in the play when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the play.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the play when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what your overall feelings were when you finished studying the play. Candidates are free to choose any moments from the play provided that their focus is on the mood.

Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Friel's play, *Philadelphia, Here I Come!*, and you are keeping a diary at the time that the play takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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D A RAISIN IN THE SUN – Lorraine Hansberry

1. (a) What do you think is the most important lesson that can be learned from Hansberry's play, *A Raisin in the Sun*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; suggestions linked to specific characters and their actions; significant themes, communication, racism, hope, love, resilience, injustice, the value and importance of dreams, family, poverty, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) We may or may not agree with the actions taken by characters in plays. Describe one action taken by a character in Hansberry's play, *A Raisin in the Sun* and explain why you did or did not agree with it. (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; actions of Walter; Ma's actions; drinking in self-pity; theft of money; the efforts of racist residents through Mr Lindner; Ruth arranging an abortion; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *A Raisin in the Sun* is a good title for Hansberry's play? Make two points in your response, supporting them with reference to the text. (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the themes, plot, characters in the play; it causes the reader to question what the play is about; multiple readings can be taken from the title; it may be symbolic; it is provocative and challenging; it is a confusing title; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Identify three objects featured or referred to in Hansberry's play, *A Raisin in the Sun*, that you believe helped you to understand a key aspect of the play. In the case of each object, explain how it helped you to understand a key aspect of the play. Your response should demonstrate your knowledge of the text.

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/atmosphere; epitomise something central to the world of the text; the plant; Beneatha's hair; the gardening tools and hat; the African robes; the insurance cheque; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Hansberry in her play, *A Raisin in the Sun*.

In your talk you should:

- Describe two moments in the play when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the play.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the play when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the play. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Hansberry's play, *A Raisin in the Sun*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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E THE CRUCIBLE – Arthur Miller

1. (a) What do you think is the most important lesson that can be learned from Miller's play, *The Crucible*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be

given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; suggestions linked to specific characters and their actions; significant themes, injustice, patriarchy, hypocrisy, the role of women, the value of reputation and honour, religion, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **We may or may not agree with the actions taken by characters in plays. Describe one action taken by a character in Miller's play, *The Crucible*, and explain why you did or did not agree with it.** (10)

Expect candidates to describe one action taken by a character in the play and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; Abigail's lies; the other girls incanting; Proctor's confession; Elizabeth lying for John's honour; Rebecca and John's refusal to admit to witchcraft; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) **Do you think that *The Crucible* is a good title for Miller's play? Make two points in your response, supporting them with reference to the text.** (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the themes, plot, characters in the novel; it causes the reader to question what the play is about; multiple readings can be taken from the title; it may be symbolic; it is a confusing title, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Identify three objects featured or referred to, in Miller's play, *The Crucible*, that you believe helped you to understand a key aspect of the play. In the case of each object, explain how it helped you to understand a key aspect of the play. Your response should demonstrate your knowledge of the text.

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/ atmosphere; epitomise something central to the world of the text; a cross; a bible; farming tools; a poppet; quills and inkpots; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Miller in his play, *The Crucible*.

In your talk you should:

- Describe two moments in the play when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the play.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the play when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the play. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Miller's play, *The Crucible*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant, moments they experienced

and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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F THE COVE – Ron Rash

1. (a) **What do you think is the most important lesson that can be learned from Rash's novel, *The Cove*? Explain your answer, supporting it with reference to the text.** (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; resilience; suggestions linked to specific characters and their actions; significant themes, justice, greed, hope, love; no person can live in isolation; the power of kindness; cruelty; self-interest; justice; the truth will out; the dangers of mob mentality; xenophobia; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **We may or may not agree with the actions taken by characters in novels. Describe one action taken by a character in Rash's novel, *The Cove*, and explain why you did or did not agree with it.** (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; Walter pretending to be dumb; Chauncey's actions at the end; Walter's lack of honesty to the Sheltons; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *The Cove* is a good title for Rash's novel? Make two points in your response, supporting them with reference to the text. (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the themes, plot, characters in the novel; it causes the reader to question what the novel is about; multiple readings can be taken from the title; it may be symbolic; it represents isolation/protection; it is a boring title, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Identify three objects, featured or referred to, in Rash's novel, *The Cove*, that you believe helped you to understand a key aspect of the novel. In the case of each object, explain how it helped you to understand a key aspect of the novel. Your response should demonstrate your knowledge of the text.

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/ atmosphere; epitomise something central to the world of the text; the flute, farm tools, rope, the letter revealing Walter's identity, flowers, etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Rash in his novel, *The Cove*.

In your talk you should:

- Describe two moments in the novel when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the novel.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the novel when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the novel. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable

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

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. **Imagine you are a character from Rash's novel, *The Cove*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.**

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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G HAMLET – William Shakespeare

1. (a) **What do you think is the most important lesson that can be learned from Shakespeare's play, *Hamlet*? Explain your answer, supporting it with reference to the text.** (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions, within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; suggestions linked to specific characters and their actions; significant themes, justice, patriarchy, hypocrisy, the role of women, loyalty, mortality, revenge, procrastination, betrayal, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **We may or may not agree with the actions taken by characters in plays. Describe one action taken by a character in Shakespeare's play, *Hamlet* and explain why you did or did not agree with it.** (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by

characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; the killings; staging a play about regicide in front of Claudius; not killing Claudius; Hamlet's treatment of Ophelia; Gertrude marrying Claudius; Hamlet's procrastination; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *Hamlet* is a good title for Shakespeare's play? Make two points in your response, supporting them with reference to the text. (10)**

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the plot, the central character in the play; it causes the reader to question what the play is about; it is a straight forward title; it is a boring title, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- 2. Identify three objects featured or referred to in Shakespeare's play, *Hamlet*, that you believe helped you to understand a key aspect of the play. In the case of each object, explain how it helped you to understand a key aspect of the play. Your response should demonstrate your knowledge of the text.**

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/ atmosphere; epitomise something central to the world of the text; weapons; skull; armour; Hamlet's letter to Horatio; the poisoned wine; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Shakespeare in his play, *Hamlet*.

In your talk you should:

- Describe two moments in the play when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the play.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the play when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the play. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Shakespeare's play, *Hamlet*, and you are keeping a diary at the time that the play takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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H FRANKENSTEIN – Mary Shelley

1. (a) What do you think is the most important lesson that can be learned from Shelley's novel, *Frankenstein*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; resilience; suggestions linked to specific characters and their actions; significant themes, justice, love; no person can live in isolation; the power of kindness; cruelty; self-interest; science; power; justice; responsibility for our actions, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) We may or may not agree with the actions taken by characters in novels. Describe one action taken by a character in Shelley's novel, *Frankenstein*, and explain why you did or did not agree with it. (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; Victor's scientific experiments; the creature's killings; creating the creature; Victor's self-preserving actions; destroying the mate for the creature; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *Frankenstein* is a good title for Shelley's novel? Make two points in your response, supporting them with reference to the text. (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the plot, the main protagonist in the novel; it causes the reader to question what the novel is about; it is straight forward and accessible; the alternative title, “The Modern Prometheus”, is more fitting; it is dull and boring; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Identify three objects featured or referred to in Shelley’s novel, *Frankenstein*, that you believe helped you to understand a key aspect of the novel. In the case of each object, explain how it helped you to understand a key aspect of the novel. Your response should demonstrate your knowledge of the text.

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret ‘key aspect’ liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/ atmosphere; epitomise something central to the world of the text; necklace; science books; letters; body parts; blood; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Shelley in her novel, *Frankenstein*.

In your talk you should:

- Describe two moments in the novel when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the novel.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the novel when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the novel. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. Imagine you are a character from Shelley's novel, *Frankenstein*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

I THE PICTURE OF DORIAN GRAY – Oscar Wilde

1. (a) What do you think is the most important lesson that can be learned from Wilde's novel, *The Picture of Dorian Gray*? Explain your answer, supporting it with reference to the text. (10)

Expect candidates to propose one lesson that can be learned from the text that they see as the most important lesson. Candidates should explain why, in their view, the lesson they are proposing is the most important one. Allow for a broad range of suggestions, within reason. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates could make suggestions in relation to: human nature; the positive and negative dimensions of human behaviour; relationships and our treatment of others; resilience; suggestions linked to specific characters and their actions; significant themes, appearance, vanity, cruelty and violence, social class, cruelty, self-interest, moral integrity, justice, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) We may or may not agree with the actions taken by characters in novels. Describe one action taken by a character in Wilde's novel, *The Picture of Dorian Gray*, and explain why you did or did not agree with it. (10)

Expect candidates to describe one action taken by a character in the novel and to explain why they did or did not agree with it. Candidates may choose from a broad range of actions taken by characters in the text. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: The character's actions may affect others in positive/negative ways; actions may be out of character, counter to our expectations; actions may be seen in some way as morally right or morally wrong; actions could lead to a positive or negative turn of events; actions may challenge the views/opinions of the candidate him/herself; making the Faustian bargain; Dorian's callous treatment

of Sybil Vane; killing Basil; Sybil's suicide; painting the portrait of Dorian; etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that *The Picture of Dorian Gray* is a good title for Wilde's novel? Make two points in your response, supporting them with reference to the text. (10)

Candidates should outline two points in their response, expressing the view that the title is or is not a good title. Candidates are free to take a view on either side. Candidates may refer to both the content/themes of the text and any other aspects connected to the title. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the title is linked to the themes, plot, characters in the novel; it causes the reader to question what the novel is about; multiple readings can be taken from the title; it may be symbolic; it is a boring title, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Identify three objects featured or referred to in Wilde's novel, *The Picture of Dorian Gray*, that you believe helped you to understand a key aspect of the novel. In the case of each object, explain how it helped you to understand a key aspect of the novel. Your response should demonstrate your knowledge of the text.

Candidates should name three objects that are either present/utilised in the text, or referred to in the text. In the case of each object an explanation should be given as to how the object helped the candidate to understand a key aspect of the text. Interpret 'key aspect' liberally. Allow for a broad range of suggestions. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material: Objects could be: symbolic of something important in the text; inform about character, relationships; illustrative of an important theme or message; used to move the plot; used to create mood/atmosphere; epitomise something central to the world of the text; painting equipment, the portrait, a mirror, the crimson curtain; James Vane's revolver; etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. You are giving a talk to your class about the powerful mood created by Wilde's in his novel, *The Picture of Dorian Gray*.

In your talk you should:

- Describe two moments in the novel when the mood was particularly powerful
- Explain why the mood was so powerful in your chosen moments
- Explain what your overall feelings were when you finished studying the novel.

Your response should demonstrate your knowledge of the text.

Candidates should write the text of a talk to be delivered to their class in which they discuss the powerful mood created in the text. Candidates should: describe two moments in the novel when the mood was particularly powerful; explain why the mood was so powerful in their chosen moments; explain what their overall feelings were when they finished studying the novel. Candidates are free to choose any moments from the play provided that their focus is on the mood. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. **Imagine you are a character from Wilde's novel, *The Picture of Dorian Gray*, and you are keeping a diary at the time that the novel takes place. Write three entries for your diary in which you describe three significant moments you experienced and outline why you consider these moments to be significant to you. Your response should demonstrate your knowledge of the text.**

Expect candidates to write three diary entries for one of the characters in the text. The entries should be written in the first person and a suitable register should be adopted. In these entries the candidate, as their chosen character, should describe three significant moments they experienced and outline why these moments were significant to them. Allow for a broad interpretation of 'significant' within reason – guided by the quality of the explanation. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

General

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

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

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

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

Some questions invite candidates to refer to **one/more key moment(s)** from the texts.

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

Important Note

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

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

In this section:

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

N.B. Questions use the word **text** to refer to all the different kinds of texts available for study on this course. Questions use the word **character** to refer to both real people and fictional characters in texts.

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

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

A HERO, HEROINE, VILLAIN

1. (a) (i) Name one of the texts on your comparative course. Identify a hero, heroine or villain from the text. Describe a key moment from the text that revealed either a negative side to your chosen hero or heroine's character or a positive side to your chosen villain's character and explain whether or not your overall view of the character changed as a result. Support your response with reference to your chosen text. (15)

Expect candidates to name one text on their comparative course and to identify a hero, heroine or villain from that text. Candidates should describe a key moment from their chosen text when either a negative side to a hero/heroine's character was revealed or a positive side to a villain's character was revealed. Candidates must explain whether or not their overall view of their chosen character changed as a result. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Name another text on your comparative course. Identify a hero, heroine or villain from the text. Describe a key moment from the text that revealed either a negative side to your chosen hero or heroine's character or a positive side to your chosen villain's character and explain whether or not your overall view of the character changed as a result. Support your response with reference to your chosen text. (15)

Expect candidates to name another text on their comparative course and to identify a hero heroine or villain from that text. Candidates should describe a key moment from their chosen text when either a negative side to a hero/heroine's character was revealed or a positive side to a villain's character was revealed. Candidates must explain whether or not their overall view of their chosen character changed as a result. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Identify a hero, heroine or villain from at least two texts on your comparative course. Compare the ways in which aspects of your chosen characters' thoughts and actions fascinated you. Support your response with reference to your chosen texts. (40)

Expect candidates to identify a hero, heroine or villain from at least two texts on their comparative course. Candidates should compare the ways aspects of their chosen characters' thoughts and actions fascinated them. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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2. (a) (i) **Name one of the texts on your comparative course. Identify a hero, heroine or villain from the text. Describe the moment when you believe you saw the most heroic or most villainous aspect of your chosen character. Explain why you believe that this moment revealed the most heroic or most villainous aspect of his or her character. Support your response with reference to your chosen text.**
(15)

Expect candidates to name one text they have studied on their comparative course and to identify a hero, heroine or villain in that text. Candidates are expected to describe the moment in their chosen text when they believe they saw the most heroic or the most villainous aspect of their chosen character. Candidate must explain why the moment reveals the most villainous or most heroic aspect of their chosen character. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) **Name another text on your comparative course. Identify a hero, heroine or villain from the text. Describe the moment when you believe the most heroic or most villainous aspect of your chosen character was revealed. Explain why you believe that this moment revealed the most heroic or most villainous aspect of his or her character. Support your response with reference to your chosen text.**
(15)

Expect candidates to name one text they have studied on their comparative course and to identify a hero, heroine or villain in that text. Candidates are expected to describe the moment in their chosen text when they believe they saw the most heroic or the most villainous aspect of their chosen character. Candidate must explain why the moment reveals the most villainous or most heroic aspect of their chosen character. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) **Identify a hero, heroine or villain from at least two texts on your comparative course. Compare the ways in which aspects of your chosen characters' thoughts and actions fascinated you. Support your response with reference to your chosen texts.**
(40)

Expect candidates to identify a hero, heroine or villain from at least two texts on their comparative course. Candidates should compare the ways aspects of their chosen characters' thoughts and actions fascinated them. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

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

1. (a) (i) **Name one of the texts on your comparative course. Identify a theme you explored while studying this text. Explain how the actions of a character in one or more key moment(s) in that text helped to make the author's exploration of that theme more interesting for you. Support your response with reference to your chosen text. (15)**

Expect candidates to name one text that they have studied on their comparative course and to identify a theme in that text. Candidates must explain how the actions of a character at a key moment(s) in the text helped to make the author's exploration of their chosen theme more interesting. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) **Name another of the texts on your comparative course. Explain how the actions of a character in one or more key moment(s) in that text helped to make the author's exploration of the same theme discussed in part (i) more interesting for you. Support your response with reference to your chosen text. (15)**

Expect candidates to name another text that they have studied on their comparative course and to identify a theme in that text. Candidates must explain how the actions of a character at a key moment(s) in the text helped to make the author's exploration of their chosen theme more interesting. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) **We can be affected emotionally by the way authors explore themes in their texts. In relation to the theme you discussed in part (a) above, compare how the treatment of that theme, in at least two texts on your comparative course, affected you emotionally. Support your response with reference to your chosen texts. (40)**

Expect candidates to compare how the treatment of the same theme discussed in part (a) affected them emotionally in at least two texts on their comparative course. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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- 2. (a) (i) Name one of the texts on your comparative course. Identify a theme you explored while studying this text. Using one or more key moment(s) from that text, explain whether or not the author succeeded in holding your attention by exploring your chosen theme. Support your answer with reference to your chosen text. (15)**

Expect candidates to name one of the texts on their comparative course. Expect candidates to identify a theme they explored while studying this text. Expect candidates to explain, using one or more key moment(s), whether or not the author succeeded in holding their attention by exploring their chosen theme. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Name another of the texts on your comparative course. Using one or more key moment(s) from that text, explain whether or not the author succeeded in holding your attention by exploring the same theme discussed in part (i). Support your response with reference to your chosen text. (15)**

Expect candidates to name another of the texts on their comparative course. Expect candidates to identify a theme they explored while studying this text. Expect candidates to explain, using one or more key moment(s), whether or not the author succeeded in holding their attention by exploring their chosen theme. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) We can be affected emotionally by the way authors explore themes in their texts. In relation to the theme you discussed in part (a) above, compare how the treatment of that theme, in at least two texts on your comparative course, affected you emotionally. Support your response with reference to your chosen texts. (40)**

Expect candidates to compare how the treatment of the same theme discussed in part (a) affected them emotionally in at least two texts on their comparative course. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or

differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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C SOCIAL SETTING

1. (a) (i) Name one of the texts on your comparative course. In your view, did the social setting encourage the characters in the text to be considerate of others? Use one or more key moment(s) to support your response. (15)

Expect candidates to name one of the texts on their comparative course. Using one or more key moments from their chosen text candidates should explain whether the social setting of the text encouraged characters to be considerate of others. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Name another text on your comparative course. In your view, did the social setting encourage characters in this text to be considerate of others? Use one or more key moment(s) to support your response. (15)

Expect candidates to name another of the texts on their comparative course. Using one or more key moments from their chosen text candidates should explain whether the social setting of the text encouraged characters to be considerate of others. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) The social setting in any text can give a reader reasons to feel hopeful or reasons to feel hopeless. In relation to at least two texts on your comparative course, compare the ways the social settings in these texts gave you reason to feel hopeful or to feel hopeless. Your response can be based on a combination of the two feelings. Support your response with reference to your chosen texts. (40)

Expect candidates to compare the ways the social settings in at least two texts on their comparative course gave them reason to feel hopeful or to feel hopeless. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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2. (a) (i) Name one of the texts on your comparative course. With reference to one or more key moment(s) explain how aspects of the social setting contributed to the creation of conflict in that text. Support your response with reference to the text. (15)

Expect candidates to name one of the texts on their comparative course. Using one or more key moment(s) candidates should explain how aspects of the social setting contributed to the creation of conflict in the text. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Name another text on your comparative course. With reference to one or more key moment(s) explain how aspects of the social setting contributed to the creation of conflict in that text. Support your response with reference to the text. (15)

Expect candidates to name another of the texts on their comparative course. Using one or more key moment(s) candidates should explain how aspects of the social setting contributed to the creation of conflict in the text. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) The social setting in any text can give a reader reasons to feel hopeful or reasons to feel hopeless. In relation to at least two texts on your comparative course, compare the ways the social settings in these texts gave you reasons to feel hopeful or to feel hopeless. Your response can be based on a combination of the two feelings. Support your answer with reference to your chosen texts. (40)

Expect candidates to compare the ways the social settings in at least two texts on their comparative course gave them reason to feel hopeful or to feel hopeless. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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SECTION III

POETRY

(70 MARKS)

General.

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

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

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

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

UNSEEN POEM (20 marks)

1. **Would you recommend that parents of newly-born babies should read this poem?**
Explain your answer with reference to the poem. (10)

Candidates should explain why they would or would not recommend that parents of newly-born babies should read this poem. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may adapt any of the material below to say yes or no: parents of newly-born babies would appreciate the honesty in this poem; they would relate to the scene being described; exhausted parents relieved that finally “the children have gone to bed” – easily relatable for parents of new babies; image of the child waking up crying “out of nowhere” is familiar to parents of newborns – If no, I would not recommend this poem; it is too negative in its portrayal of parenthood; poet presents parents as over-tired zombies who could “sleep standing” or fall asleep while talking to you “mid-word”; I think this seems dramatic, a bit extreme; poet also says this sleeplessness and crying children goes on for “One hundred nights”; exaggerated, negative portrayal of parenthood.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. **Select two examples from the above poem where the poet uses language in a way that appeals to you. Explain why you think your choices are appealing.** (10)

Candidates should provide two examples from the poem where the poet uses language in a way that appeals to them, explaining why they think the poet’s use of language is appealing. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Candidates may adapt any of the material below to say yes or no: parents of newly-born babies would appreciate the honesty in this poem; they would relate to the scene being described; exhausted parents relieved that finally “the children have gone to bed”

– easily relatable for parents of new babies; image of the child waking up crying “out of nowhere” is familiar to parents of newborns – If no, I would not recommend this poem; it is too negative in its portrayal of parenthood; poet presents parents as over-tired zombies who could “sleep standing” or fall asleep while talking to you “mid-word”; I think this seems dramatic, a bit extreme; poet also says this sleeplessness and crying children goes on for “One hundred nights”; exaggerated, negative portrayal of parenthood.

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

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

A Night Drive – Tom French

1. (a) Which of the following do you think describes the tone or mood of this poem best?
Reflective or *Hopeful* or A combination of both *Reflective* and *Hopeful*
 Explain your answer with reference to the poem. (15)

Expect candidates to explain whether the tone or mood of the poem is reflective or hopeful, or a combination of both moods. Allow for the candidate who argues that it is not hopeful/reflective. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: *Hopeful*: positive relationship evident between mother and son/ protectiveness of mother/ the sheep isn't killed; love between the two is evident. *Reflective*: a moment of solitary silence – when the poem takes place; makes you think about the bond between the two; makes you think about the strength of their love, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Based on your reading of the poem, what do you think French is saying to readers in the line, ‘You would’ve led me to the next world, mother, like a child.’?
 Support your answer with reference to the poem. (15)

Expect candidates to offer an interpretation of the line in the context of the poem. Answers should be supported by reference to the poem. Allow for a broad interpretation of the line, within reason. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (i) You have been asked to nominate a poem for inclusion in a new poetry collection entitled,
Legendary Lines – Poems we will still be reading a hundred years from now.
 Explain why you think ‘Night Drive’ would be a good poem to include. Support your response with reference to the poem.

Expect candidates to explain why they feel that the poem 'Night Drive' would be suitable for inclusion in an anthology of poetry called, *Legendary Lines*. Answers should be supported by reference to the poem. Allow for a broad range of suggestions. Better responses will address the idea of the poem having qualities that would help it to stand the test of time. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Poem addresses themes and ideas that are universally relevant/poem engages with emotions that are fundamental to humans/poem explores relationship fundamental to humans/poem uses language in an aesthetic, clever, well-crafted way – which has a timeless quality, etc.

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

- (ii) **You are taking part in a poetry slam. A poetry slam is a performance event where poems are recited in front of a live audience because they have interesting things to say and because they use language that can have a dramatic impact on the audience. Explain why, in your view, 'Night Drive' would or would not be a suitable poem to recite at this event. Support your response with reference to 'Night Drive'.**

Expect candidates to explain whether or not 'Night Drive' would or would not be a suitable poem to recite in front of an audience at a poetry slam. Better answers will discuss the poem in the context of a poetry slam as defined in the question. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Suitable or not suitable – Events in the poem would/not be of interest to and engage an audience/something/nothing dramatic occurs in the poem/the poem explores ideas that are/not thought-provoking and interesting/ the poet does not/uses language in a dramatic, exciting, unexpected, innovative way, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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- (iii) **French has been praised for the skilful way he uses language in his poetry. Identify three occasions when, you think, French uses language skilfully in his poem 'Night Drive' and explain why you think they are worthy of praise. Support your response with reference to the poem.**

Expect candidates to identify three occasions when the poet uses language skillfully in the poem and to explain why they think the examples are worthy of praise. Better responses will engage with the way the poet uses language effectively and the impact of language choices. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Examples of skillful use of language - Imagery, symbolism, metaphors, similes /onomatopoeia/metre, flow, pace/colloquial language/creation of drama, tension, mood, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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B A Call – Seamus Heaney

1. (a) Which of the following do you think describes the tone or mood of this poem best?
Reflective or *Hopeful* or A combination of both *Reflective* and *Hopeful*.
Explain your answer with reference to the poem. (15)

Expect candidates to explain whether the tone or mood of the poem is reflective or hopeful, or a combination of both moods. Allow for the candidate who argues that it is not hopeful/reflective. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: *Hopeful*: positive relationship evident between the generations/love between the two is evident/valuing simple activities, pleasures. *Reflective*: About his relationship with his father/with mortality/about how we communicate our love, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Based on your reading of the poem, what do you think, Heaney is saying to readers in the line, 'Next thing he spoke and I nearly said I loved him.'?
Support your answer with reference to the poem.

Expect candidates to offer an interpretation of the line in the context of the poem. Answers should be supported by reference to the poem. Allow for a broad interpretation of the line, within reason. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (i) You have been asked to nominate a poem for inclusion in a new poetry collection entitled,
Legendary Lines – Poems we will still be reading a hundred years from now.
Explain why you think 'A Call' would be a good poem to include. Support your response with reference to the poem.

Expect candidates to explain why they feel that the poem 'A Call' would be suitable for inclusion in an anthology of poetry called, *Legendary Lines*. Answers should be supported by reference to the poem. Allow for a broad range of suggestions. Better responses will address the idea of the poem having qualities that would help it to stand the test of time. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Poem addresses themes and ideas that are universally relevant/ poem engages with emotions that are fundamental to humans/poem explores relationship fundamental to humans/poem uses language in an aesthetic, clever, well-crafted way – which has a timeless quality, etc.

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

- (ii) You are taking part in a poetry slam. A poetry slam is a performance event where poems are recited in front of a live audience because they have interesting things to say and because they use language that can have a dramatic impact on the audience. Explain why, in your view, 'A Call' would or would not be a suitable poem to recite at this event. Support your response with reference to 'A Call'.

Expect candidates to explain whether or not 'A Call' would or would not be a suitable poem to recite in front of an audience at a poetry slam. Better answers will discuss the poem in the context of a poetry slam as defined in the question. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Suitable or not suitable – events in the poem would/not be of interest to and engage an audience/something/nothing dramatic occurs in the poem/the poem explores ideas that are/not thought-provoking and interesting/ the poet does not/uses language in a dramatic, exciting, unexpected, innovative way, etc.

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

- (iii) Heaney has been praised for the skillful way he uses language in his poetry. Identify three occasions when, you think, Heaney uses language skilfully in his poem, 'A Call', and explain why you think they are worthy of praise. Support your response with reference to the poem.

Expect candidates to identify three occasions when the poet uses language skillfully in the poem and to explain why they think the examples are worthy of praise. Better responses will engage with the way the poet uses language effectively and the impact of language choices. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Examples of skilful use of language - imagery, symbolism, metaphors, similes /onomatopoeia/metre, flow, pace/colloquial language/creation of drama, tension, mood/clever title – play on words, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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C (Extract from) In Praise of my Sister – Wislawa Szymborska

N.B. Candidates may refer to other parts of the entire poem in their responses to the following questions.

- (a) Which of the following do you think describes the tone or mood of this poem best?**
Reflective* or *Hopeful* or A combination of both *Reflective* and *Hopeful

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

Expect candidates to explain whether the tone or mood of the poem is reflective or hopeful, or a combination of both moods. Allow for the candidate who argues that it is not hopeful/reflective. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: *Hopeful*: positive relationship evident within the family/love between the two is evident/valuing simple activities, pleasures. *Reflective*: about her relationship with her sister/how we all have talents that can be valued/about how we communicate our love, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Based on your reading of the poem, what do you think is Szymborska saying to readers in the line ‘Her soups are delicious without ulterior motives.’? (15)**

Support your answer with reference to the poem.

Expect candidates to offer an interpretation of the line in the context of the poem. Answers should be supported by reference to the poem. Allow for a broad interpretation of the line, within reason. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (i) You have been asked to nominate a poem for inclusion in a new poetry collection entitled,**
Legendary Lines – Poems we will still be reading a hundred years from now.
Explain why you think ‘In Praise of My Sister’ would be a good poem to include.
Support your response with reference to the poem.

Expect candidates to explain why they feel that the poem ‘In Praise of my Sister’ would be suitable for inclusion in an anthology of poetry called, *Legendary Lines*. Answers should be supported by reference to the poem. Allow for a broad range of suggestions. Better responses will address the idea of the poem having qualities that would help it to stand the test of time. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Poem addresses themes and ideas that are universally relevant/poem engages with emotions that are fundamental to humans/poem explores relationship fundamental to humans/poem uses language in an aesthetic, clever, well-crafted way – which has a timeless quality, etc.

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

- (ii) You are taking part in a poetry slam. A poetry slam is a performance event where poems are recited in front of a live audience because they have interesting things to say and because they use language that can have a dramatic impact on the audience. Explain why, in your view, 'In Praise of My Sister' would or would not be a suitable poem to recite at this event. Support your response with reference to 'In Praise of My Sister'.

Expect candidates to explain whether or not 'In Praise of My Sister' would or would not be a suitable poem to recite in front of an audience at a poetry slam. Better answers will discuss the poem in the context of a poetry slam as defined in the question. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Suitable or not suitable – events in the poem would/not be of interest to and engage an audience/something/nothing dramatic occurs in the poem/the poem explores ideas that are/not thought-provoking and interesting/the poet does not/uses language in a dramatic, exciting, unexpected, innovative way, etc.

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

- (iii) Szymborska has been praised for the skilful way she uses language in her poetry. Identify three occasions when, you think, Szymborska uses language skilfully in her poem, 'In Praise of My Sister', and explain why you think they are worthy of praise. Support your response with reference to the poem.

Expect candidates to identify three occasions when the poet uses language skilfully in the poem and to explain why they think the examples are worthy of praise. Better responses will engage with the way the poet uses language effectively and the impact of language choices. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Examples of skilful use of language - imagery, symbolism, metaphors, similes /onomatopoeia/metre, flow, pace/colloquial language/creation of drama, tension, mood, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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D How Do I Love Thee? - Elizabeth Barrett Browning

- (a) Which of the following do you think describes the tone or mood of this poem best?

Reflective or *Hopeful* or A combination of both *Reflective* and *Hopeful*

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

Expect candidates to explain whether the tone or mood of the poem is reflective or hopeful, or a combination of both moods. Allow for the candidate who argues that it is not hopeful/reflective. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: *Hopeful*: positive relationship evident within the family/Love between the two is evident/powerful expression of love. *Reflective*: About her relationship/relationship with God and mortality/about how we communicate our love, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Based on your reading of the poem, what do you think Barrett Browning is saying to readers in the line, 'I love thee with the passion put to use

In my old griefs, and with my childhood faith.'? (15)

Support your answer with reference to the poem.

Expect candidates to offer an interpretation of the line in the context of the poem. Answers should be supported by reference to the poem. Allow for a broad interpretation of the line, within reason. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (i) You have been asked to nominate a poem for inclusion in a new poetry collection entitled,

Legendary Lines – Poems we will still be reading a hundred years from now.

Explain why you think 'How Do I Love Thee?' would be a good poem to include.

Support your response with reference to the poem.

Expect candidates to explain why they feel that the poem 'How Do I Love Thee?' would be suitable for inclusion in an anthology of poetry called, *Legendary Lines*. Answers should be supported by reference to the poem. Allow for a broad range of suggestions. Better responses will address the idea of the poem having qualities that would help it to stand the test of time. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Poem addresses themes and ideas that are universally relevant/poem engages with emotions that are fundamental to humans/poem explores relationship fundamental to humans/poem uses language in an aesthetic, clever, well-crafted way – which has a timeless quality, etc.

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

- (ii) You are taking part in a poetry slam. A poetry slam is a performance event where poems are recited in front of a live audience because they have interesting things to say and use language that can have a dramatic impact on the audience. Explain why, in your view, ‘How Do I Love Thee?’ would or would not be a suitable poem to recite at this event. Support your response with reference to ‘How Do I Love Thee’.**

Expect candidates to explain whether or not ‘How Do I Love Thee?’ would or would not be a suitable poem to recite in front of an audience at a poetry slam. Better answers will discuss the poem in the context of a poetry slam as defined in the question. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Suitable or not suitable – Events in the poem would/not be of interest to and engage an audience/something/nothing dramatic occurs in the poem/the poem explores ideas that are/not thought-provoking and interesting/ the poet does not/uses language in a dramatic, exciting, unexpected, innovative way, etc.

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

- (iii) Barrett Browning has been praised for the skillful way she uses language in her poetry. Identify three occasions when, you think, Barrett Browning uses language skilfully in her poem, ‘How Do I Love Thee?’, and explain why you think they are worthy of praise. Support your response with reference to the poem.**

Expect candidates to identify three occasions when the poet uses language skillfully in the poem and to explain why they think the examples are worthy of praise. Better responses will engage with the way the poet uses language effectively and the impact of language choices. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Examples of skillful use of language - Imagery, symbolism, metaphors, similes /onomatopoeia/metre, flow, pace/colloquial language/creation of drama, tension, mood/hyperbole, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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E **Hearth Lesson – Paula Meehan**

- (a) Which of the following do you think describes the tone or mood of this poem best?
 Reflective or *Hopeful* or A combination of both *Reflective* and *Hopeful*
 Explain your answer with reference to the poem. (15)

Expect candidates to explain whether the tone or mood of the poem is reflective or hopeful, or a combination of both moods. Allow for the candidate who argues that it is not hopeful/reflective. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: *Hopeful:* Mother's powerful actions/resilience/mother's remarkable victory
Reflective: About her parents' troubled relationship/her part in same/nature, impact of poverty/nature of divisive, toxic love, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Based on your reading of the poem, what do you think, is Meehan saying to readers in the line, 'I'm net, umpire, and court, most balls are lobbed over my head.'?
 Support your answer with reference to the poem. (15)

Expect candidates to offer an interpretation of the line in the context of the poem. Answers should be supported by reference to the poem. Allow for a broad interpretation of the line, within reason. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (i) You have been asked to nominate a poem for inclusion in a new poetry collection entitled,
 Legendary Lines – Poems we will still be reading a hundred years from now.
 Explain why you think 'Hearth Lesson' would be a good poem to include. Support your response with reference to the poem.

Expect candidates to explain why they feel that the poem 'Hearth Lesson' would be suitable for inclusion in an anthology of poetry called, *Legendary Lines*. Answers should be supported by reference to the poem. Allow for a broad range of suggestions. Better responses will address the idea of the poem having qualities that would help it to stand the test of time. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Poem addresses themes and ideas that are universally relevant/poem engages with emotions that are fundamental to humans/poem explores relationship fundamental to humans/poem uses language in an aesthetic, clever, well-crafted way – which has a timeless quality, etc.

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

- (ii) **You are taking part in a poetry slam. A poetry slam is a performance event where poems are recited in front of a live audience because they have interesting things to say and use language that can have a dramatic impact on the audience. Explain why, in your view, 'Hearth Lesson' would or would not be a suitable poem to recite at this event. Support your response with reference to 'Hearth Lesson'.**

Expect candidates to explain whether or not 'Hearth Lesson' would or would not be a suitable poem to recite in front of an audience at a poetry slam. Better answers will discuss the poem in the context of a poetry slam as defined in the question. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Suitable or not suitable – Events in the poem would/not be of interest to and engage an audience/something/nothing dramatic occurs in the poem/the poem explores ideas that are/not thought-provoking and interesting/ the poet does not/uses language in a dramatic, exciting, unexpected, innovative way, etc.

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

- (iii) **Meehan has been praised for the skillful way she uses language in her poetry. Identify three occasions when you think Meehan uses language skilfully in her poem, 'Hearth Lesson', and explain why you think they are worthy of praise. Support your response with reference to the poem.**

Expect candidates to identify three occasions when the poet uses language skillfully in the poem and to explain why they think the examples are worthy of praise. Better responses will engage with the way the poet uses language effectively and the impact of language choices. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Examples of skillful use of language - Imagery, symbolism, metaphors, similes /onomatopoeia/metre, flow, pace/colloquial language/creation of drama, tension, mood/hyperbole/Clever title – play on words, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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F Child – Sylvia Plath

(a) Which of the following do you think describes the tone or mood of this poem best?

Reflective or *Hopeful* or A combination of both *Reflective* and *Hopeful*

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

Expect candidates to explain whether the tone or mood of the poem is reflective or hopeful, or a combination of both moods. Allow for the candidate who argues that it is not hopeful/reflective. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: *Hopeful:* Mother's powerful love/purity and innocence of childhood, *Reflective:* About mortality/ about loss of innocence/ toxic love, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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(b) Based on your reading of the poem, what do you think, Plath is saying to readers in the line, 'Your clear eye is the one absolutely beautiful thing.'?
Support your answer with reference to the poem. (15)

Expect candidates to offer an interpretation of the line in the context of the poem. Answers should be supported by reference to the poem. Allow for a broad interpretation of the line, within reason. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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2 (i) You have been asked to nominate a poem for inclusion in a new poetry collection entitled,

Legendary Lines – Poems we will still be reading a hundred years from now.

Explain why you think 'Child' would be a good poem to include. Support your response with reference to the poem.

Expect candidates to explain why they feel that the poem 'Child' would be suitable for inclusion in an anthology of poetry called, *Legendary Lines*. Answers should be supported by reference to the poem. Allow for a broad range of suggestions. Better responses will address the idea of the poem having qualities that would help it to stand the test of time. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Poem addresses themes and ideas that are universally relevant/poem engages with emotions that are fundamental to humans/poem explores relationship fundamental to humans/poem uses language in an aesthetic, clever, well-crafted way – which has a timeless quality, etc.

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

- (ii) You are taking part in a poetry slam. A poetry slam is a performance event where poems are recited in front of a live audience because they have interesting things to say and because they use language that can have a dramatic impact on the audience. Explain why, in your view, 'Child' would or would not be a suitable poem to recite at this event. Support your response with reference to 'Child'.

Expect candidates to explain whether or not 'Child' would or would not be a suitable poem to recite in front of an audience at a poetry slam. Better answers will discuss the poem in the context of a poetry slam as defined in the question. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Suitable or not suitable – Events in the poem would/not be of interest to and engage an audience/something/nothing dramatic occurs in the poem/the poem explores ideas that are/not thought-provoking and interesting/ the poet does not/uses language in a dramatic, exciting, unexpected, innovative way, etc.

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

- (iii) Plath has been praised for the skillful way she uses language in her poetry. Identify three occasions when you think Plath uses language skilfully in her poem, 'Child', and explain why you think they are worthy of praise. Support your response with reference to the poem.

Expect candidates to identify three occasions when the poet uses language skillfully in the poem and to explain why they think the examples are worthy of praise. Better responses will engage with the way the poet uses language effectively and the impact of language choices. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Examples of skillful use of language - Imagery, symbolism, metaphors, similes /onomatopoeia/metre, flow, pace/colloquial language/creation of drama, tension, mood/hyperbole/Clever title – play on words, etc.

Combined Criteria ex 20	P + C = 12	L + M = 8
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**LEAVING CERTIFICATE ENGLISH
CRITERIA FOR ASSESSMENT.**

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

Appendix 2

ASSESSMENT CRITERIA – GRADE GRID

Clarity of Purpose: 30%

Efficiency of Language Use: 30%

Coherence of Delivery: 30%

Accuracy of Mechanics: 10%

Discrete Criteria:

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

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

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

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

Combined Criteria

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

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

	O1	O2	O3	O4	O5	O6	O7	O8
10 marks	10 - 9	8	7	6	5	4	3	2 - 0
P & C 6	6	5	4	4	3	2	2	1 - 0
L & M 4	4	3	3	2	2	1	1	1 - 0

REASONABLE ACCOMMODATIONS

Candidates presenting for examinations with the aid of a scribe or a recording device or a spell-check enabled word processor and other candidates who have been granted an exemption in accordance with the State Examination Commission's RACE manual will have all parts of their examination in English assessed except spelling and written punctuation elements.

A modified marking scheme will apply as follows:

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

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

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

Example:




Total for Paper I	= 125
Divide by 9	= 13
Grand Total	= 138

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

Note:

In using the Combined Criteria the following will apply:

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

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
MMS	Letters MMS in a box	Modified Marking Scheme Applied
INVL	Letters INVL in a box	Text used in an invalid fashion See “Important Note” Page 45
[Number]	Number in square brackets	The highest mark awarded in response to a question is entered in the marking panel. The total mark allocated to additional attempts at the same question is indicated on the script through the use of a number between square brackets.

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