



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

**Leaving Certificate 2018**

**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:

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

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

- display a clear and purposeful engagement with the set task
- 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.

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

## MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE

CANDIDATE ANSWERS QUESTION A AND B FROM THE SAME TEXT

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

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

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

CANDIDATE ANSWERS ALL THE QUESTIONS A AND QUESTIONS B

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

The list of texts prescribed for assessment in 2018 is set out in the appropriate DES Circular 0014/2016

### **Use of Codes**

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

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

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

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

#### **General**

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

## **PAPER 1**

### **SECTION I                      COMPREHENDING                      (100 marks)**

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

#### **TEXT I – JOANNE O'RIORDAN**

#### **Question A – 50 marks**

- (i) From your reading of TEXT 1, what impression do you form of Joanne O'Riordan?  
Support your answer with reference to the text. (15)**

*Candidates should outline the impression they form of Joanne O'Riordan, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Brave – courageous approach to life; confident and articulate – addresses the United Nations; resilient – never allowed Total Amelia to hold her back; innovative – always finding new methods to help her to be independent; not self-pitying – feels she is the same as her friends; intelligent – excelled in education; sociable – lots of friends; ambitious/optimistic – wants and hopes she can live an independent life; has a sense of humour, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Based on your reading of TEXT 1, do you think Joanne O’Riordan is an effective communicator? Make at least two points explaining your response, supporting your answer with reference to Joanne’s speech. (15)

Candidates are free to agree or disagree that Joanne O’Riordan is an effective communicator, making at least two points explaining their response. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: **Joanne is an effective communicator:** She makes effective use of **personal anecdotes and details** : candid about the details of her life and the challenges she faces – tells us she is sixteen; talks about the support of her family; how she has overcome barriers; the technology she uses; **She develops an effective argument in support of her request for a robot:** she is clear about what she wants the robot to do, appeals to the audience through her sense of humour, her lack of self-pity, her resilience; **She employs effective communication techniques:** strong opening – introduces herself, expresses gratitude for the invitation to speak; uses first person pronouns to personalise her speech, makes effective use of repetition, uses clear and simple language, explains her condition clearly, use of humour, employs an appropriate register, uses a rhetorical question effectively, makes strong statements, issues a challenge to her audience, effective conclusion – uses memorable phrases, thanks her audience, etc.  
**Joanne is not an effective communicator:** Candidates are free to take this view, making at least two points in support of their opinion.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) The documentary film made about Joanne O’ Riordan’s life is entitled, *No Limbs No Limits*. Imagine a documentary is to be made about your life. Suggest a title for the documentary. The title you choose should reveal something about yourself. Outline two reasons why you think this would be a good title for your film. (10)

Candidates should suggest an appropriate title for a documentary film about their own lives that reveals something about themselves, and outline two reasons why this would be a good title for the film. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) The theme of this examination paper is “Inspiring People”. Identify someone, other than Joanne O’Riordan, Gary or Paul O’Donovan or Kailash Satyarthi, who inspires you and explain why you find this person inspiring. (10)

*Candidates should identify a person, other than Joanne O’Riordan, Gary or Paul O’Donovan or Kailash Satyarthi, who inspires them and explain why they find this person inspiring. Consideration should be given to the quality of all aspects of the response.*

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

**Joanne O’Riordan’s life has been greatly improved due to the talents of a wide range of scientists and others with training in STEM subjects (Science, Technology, Engineering and Mathematics). Write *an article for your school’s website* in which you outline your own experience of any of the STEM subjects and explain why you would or would not encourage students to study these types of subjects for their Leaving Certificate.**

*The material should be shaped as an article suitable for publication on a school’s website. The tone and register may be either formal or informal but should be suitable for a student audience. Allow for the fact that the web is an active medium where it is possible for readers to construct their own experience by piecing together content from multiple sources. Readers might be encouraged to engage by “scrolling down” or by contributing to the material, the content may be searchable and actionable e.g. it may be possible to connect to other websites, video clips, etc.*

*Candidates should deal with all aspects of the task, although not necessarily equally, outlining their own experience of any of the STEM subjects – not studying these subjects is a valid experience – and explaining why they would or would not encourage students to study these types of subjects for their Leaving Certificate. Consideration should be given to the quality of all aspects of the response.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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## TEXT 2 – GARY O’ DONOVAN

### Question A – 50 marks

- (i) From your reading of Text 2, what impression do you form of Gary O’Donovan? Support your answer with reference to the text. (15)

*Candidates should outline the impression they form of Gary O’Donovan, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.*

*Indicative material:* Fit - has rowed 20 kilometres that morning; tough – has blisters on his blisters; disciplined – constantly training, in complete control of everything; intelligent – learned to improve mentally by observing his brother; gracious – acknowledges the other Olympic rowers and the part they play; fun-loving – he enjoys what he does; close to his brother, Paul – inspired by his success, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Based on your reading of the above article, including its headline, do you think it originally appeared as a front-page news article or as an article in the Sports Section of the newspaper? Make at least two points explaining your choice, supporting your response with reference to both the article and its headline. (15)

*Candidates should indicate whether they think the article originally appeared as a front-page news article or as an article in the Sports Section of the newspaper. Either option is acceptable. Candidates should make at least two points explaining their choice, supporting their response by reference to both the article and its headline. Consideration should be given to the quality of all aspects of the response.*

*Indicative material:* **It is a front-page news article:** It is called “The Big Interview”; it deals with an international story – Olympic success; Gary O’Donovan is famous and this would encourage people to buy the newspaper, etc. **It is not a front-page news article:** It’s not written in the immediate aftermath of the win so is no longer topical; it is a personality piece more likely to be inside a newspaper; it is a “colour-piece” not a hard news story, etc. **Article belongs in the Sports Section:** about a sportsman (Gary O’Donovan), gives details of his training regime, not a hard or current news story, etc. **Article does not belong in the Sports Section:** belongs on the front-page – see material above.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) The documentary film made about the O'Donovan brothers is entitled, *Pull like a Dog*. Imagine a documentary is to be made about your life. Suggest a title for the documentary. The title you choose should reveal something about yourself. Outline two reasons why you think this would be a good title for your film. (10)

*Candidates should suggest an appropriate title for a documentary film about their own lives that reveals something about themselves, and outline two reasons why this would be a good title for the film. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) The theme of this examination paper is "Inspiring People". Identify someone, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires you and explain why you find this person inspiring. (10)

*Candidates should identify a person, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires them and explain why they find this person inspiring. Consideration should be given to the quality of all aspects of the response.*

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

Imagine you are representing your school in the final of a competition. You are free to choose any type of competition; sports related, debating, singing, etc. Write *three diary entries* in which you record the details of your training or preparation for the final, reflect on the challenges you have faced during the competition, and consider what inspires you to keep working hard in advance of the final.

*Candidates should write three diary entries related to representing their school in the final of a competition of their choice. In the diary entries they should record the details of their training or preparation for the final, reflect on the challenges they have faced during the competition, and consider what inspires them to keep working hard in advance of the final. All aspects of the task should be dealt with, although not necessarily equally. Consideration should be given to the quality of all aspects of the response.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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### TEXT 3 – KAILASH SATYARTHI

#### Question A – 50 marks

- (i) From your reading of the written text on Page 6, what impression do you form of Kailash Satyarthi? Support your answer with reference to the text. (15)

*Candidates should outline the impression they form of Kailash Satyarthi, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Greatly admired – won a Nobel Prize, principled/ compassionate/ unselfish – left a good job to campaign against child slavery; inquisitive/curious as a child – wanted to know why some children worked and others did not; individualistic – decided not to set out on a conventional career path; optimistic – believes in the goodness of young people; encouraging – sets a challenge for young people and encourages them to dream big; inspiring – he has made a significant impact on the problem of child slavery, selfless, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Look at the image that appears on Page 7. Outline two or more reasons why you do or do not think this poster is effective in communicating a message against child labour. Support your answer with reference to both the words and images in the poster. (15)

*Candidates should outline two or more reasons why they do or do not think the poster is effective in conveying a message against child labour. Answers should be supported by reference to both the visual elements and the written text in the poster. Consideration should be given to the quality of all aspects of the response.*

Indicative material: **Effective:** Large capitalised letters are easy to read; the red lines running through the words are striking; the use of chalk-effect writing on a black background might reference a classroom blackboard suggesting that the child should be at school and not at work; the weight on the child's head looks painful; her expression is one of misery; the words in the list are universally significant; the fact that only the word "work" is not cancelled out is effective in conveying the message that work is all there is in the child's world; the strong dark colours are eye-catching – the red could be suggestive of blood and violence while the black suggests darkness and misery, the child is so small in the poster it suggests her insignificance in the world, etc.

**Ineffective:** Black and white is not eye-catching, insufficient text in the image – including more information, facts and statistics would make the poster more effective; the image of the child is too small to attract attention – it's not possible to see her expression properly; the dark colours make the poster dreary and unattractive – would not attract attention, etc.

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (iii) (a) Imagine you are the director of a documentary film about Kailash Satyarthi's campaign against child slavery. Suggest a title for the documentary. The title you choose should reveal something about Satyarthi's work against child slavery. Outline two reasons why you think this would be a good title for your film. (10)

*Candidates should suggest an appropriate title for a documentary film about Kailash Satyarthi's campaign against child slavery that reveals something about his work against child slavery, and outline two reasons why this would be a good title for the film. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) The theme of this examination paper is "Inspiring People". Identify someone, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires you and explain why you find this person inspiring. (10)

*Candidates should identify a person, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires them and explain why they find this person inspiring. Consideration should be given to the quality of all aspects of the response.*

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

Based on what you have read in TEXT 3, you have decided to write *a letter to the editor of a national newspaper*. You want to encourage people to become more aware of the problem of children working in poor conditions in developing countries. In your letter you should give some information about this problem and express your strong views on the subject.

*Expect candidates to write a letter to a national newspaper in which they encourage people to become more aware of the problem of children working in poor conditions in developing countries. The letter should give some information about this problem and express their strong views on the subject. The tone and register should be suitable for the intended audience. The letter should include the usual rubrics. All aspects of the task should be dealt with, although not necessarily equally. Consideration should be given to the quality of all aspects of the response.*

<b>Discrete Criteria ex 50</b>	<b>P = 15</b>	<b>C = 15</b>	<b>L = 15</b>	<b>M = 5</b>
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**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 must write a composition on any one of the following composition assignments in bold print below.**

- 1. In TEXT 1, Joanne O’Riordan outlines the significant impact technology has on her life.**

**Write a speech to be delivered to your classmates, in which you outline the impact, both positive and negative, that technology has on your life. Your speech can be serious or amusing or both.**

*Candidates should write a speech in which they outline the impact, both positive and negative, that technology has on their lives. Expect the writing to be shaped as a speech. The tone and register may be formal or informal but should be suitable for the intended audience of classmates. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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2. Gary and Paul O'Donovan, who feature in TEXT 2, are two of Ireland's most famous brothers.

**Write a short story in which confusion arises because the two central characters, brothers or sisters, are identical twins. Identical twins are twins who look exactly alike.**

*Candidates should write a short story in which confusion arises because the central characters, brothers or sisters, are identical twins. 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. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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3. In TEXT 3, Kailash Satyarthi says that many young people are looking for a better life for themselves, for their community and the world.

**Write an article for a magazine popular with young people, in which you outline what you think you, and young people generally, could do to help build better lives for people in your community, and in the world generally.**

*Candidates should write an article in which they outline what they think young people could do to help build better lives for people in their community, and in the world generally. The tone and register may be formal or informal but should be suitable for the intended audience. The two elements required in the response should be present, although not necessarily receiving equal attention. Expect the writing to be shaped as an article. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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4. Family, friends, health, school, fun and work are all listed on the poster in TEXT 3.

**Write a personal essay in which you discuss the importance of at least three of the following in your life: family, friends, health, school, fun and work.**

*Candidates should write in a reflective manner about the importance of at least three of the following in their lives: family, friends, health, school, fun and work. Expect that the personal essay will be from the perspective of the engaged 'I' – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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5. In TEXT 3, Kailash Satyarthi observes that, “Time is running out.”

**Write a short story which involves a race against time to prevent a disaster.**

*Candidates should write a short story which involves a race against time to prevent a disaster – allow for a broad interpretation of “disaster”. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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6. In TEXT 1, Joanne O’Riordan outlines some of her many achievements in life.

**Write a personal essay in which you discuss what you have already achieved in life and what you hope to achieve in the future.**

*Candidates should write in a reflective manner about what they have already achieved in life and what they hope to achieve in the future. Allow for a broad interpretation of “achievement”. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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7. In TEXT 2, Gary O’Donovan makes several references to his brother, Paul.

**Write a personal essay in which you share your thoughts on the subject of having or not having brothers or sisters.**

*Candidates should write in a reflective manner on the subject of having or not having brothers or sisters. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.*

<b>Discrete Criteria ex 100</b>	<b>P = 30</b>	<b>C = 30</b>	<b>L = 30</b>	<b>M = 10</b>
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# Paper Two

**Section I**

**Single Text**

**60 Marks**

**General.**

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

(DES English Syllabus, 7.4 p 20)

**N.B. RESPONDING TO DRAMATIC TEXTS**

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

**A CIRCLE OF FRIENDS – Maeve Binchy**

Answer **all** of the questions.

- 1. (a) Describe an occasion from the text when you think Mother Francis is kind to Eve Malone. (10)**

*Candidates should describe an occasion from the text when they think Mother Francis is kind to Eve Malone. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Prepares Eve for visiting friends/writes to the Westwards; Mother Francis pursues various schemes to pave the way for Eve to go to university; Mother Francis tries to influence Mother Clare; Mother Francis looks after Eve’s cottage and cares for Eve after the accident, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, is Mother Francis generally kind to Eve? Explain your answer with reference to the text. (10)**

*Candidates should explain whether, in their opinion, Mother Francis is generally kind to Eve. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: See 1 (a) above; Eve and Mother Francis studied books on etiquette and looked at magazines to see how people dressed and to pick up any hints on behaviour; maternal – Mother Francis befriended Heather to encourage a close relationship with Eve and give her a sense of family, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify a moment in the novel, *Circle of Friends*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)**

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

Indicative material: The accident; Benny's dance with Jack; Jack's infidelity with Nan; Benny and Annabel's confrontation with Séan Walsh after they discovered his thieving; Eve confronting Nan in the cottage about the baby, etc.

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

- (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *Circle of Friends* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.**

*Candidates should identify any two contrasting settings in "Circle of Friends" and explain why the use of these contrasting settings makes the novel more interesting. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: Knockglen – simple, safe, predictable way of life, Benny's home is close knit, warm and supportive/Dublin – open and cosmopolitan city with dances and bars, hectic university life/ Eve's home in the convent – conservative and restricted/ the Westward's mansion – liberal; etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *Circle of Friends*:

- I found the novel entertaining
- I found the novel enjoyable
- I found the novel boring

Explain your response, giving reasons that demonstrate your knowledge of the text.

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the novel, "Circle of Friends". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *Circle of Friends*:

**Benny Hogan or Jack Foley.**

**Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.**

*Candidates should list three objects that they think reveal something about the life or personality of either Benny Hogan or Jack Foley. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

Indicative material: Benny – bus ticket, money, dancing shoes, food, etc.; Jack – rugby ball, lie detector, family coat of arms, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## B WUTHERING HEIGHTS – Emily Brontë

Answer **all** of the questions.

- 1. (a) Describe an occasion from the text when you think Heathcliff is cruel to Isabella. (10)**

*Candidates should describe an occasion from the text when they think Heathcliff is cruel to Isabella. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: His cruel encouragement of her infatuation with him; his hanging of her pet dog; his terrible treatment of her on their wedding night; his cruel treatment of her in front of Nelly; throwing a knife at her, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, is Heathcliff generally cruel to Isabella? Explain your answer with reference to the text. (10)**

*Candidates should explain whether, in their opinion, Heathcliff is generally cruel to Isabella. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: See 1(a) above; moderating factors: he didn't deceive her about his character before they eloped; she often goaded and taunted him, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify a moment in the novel, *Wuthering Heights*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)**

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

Indicative material: The ghostly visitation of Catherine; the attack by the Linton guard dog at Thrushcross Grange; Edgar and Heathcliff's fight; the final meeting between Heathcliff and Catherine; the dramatic death of Heathcliff, etc.

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

- (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *Wuthering Heights* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

*Candidates should identify any two contrasting settings in “Wuthering Heights” and explain why the use of these contrasting settings makes the novel more interesting. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: *Wuthering Heights/Thrushcross Grange – two very different lifestyles: wild, uncivilised versus sophisticated luxury; Thrushcross Grange is higher on the social ladder; Wuthering Heights is wild and untamed like the moors; Wuthering Heights symbolises anger and hatred whereas Thrushcross Grange reflects love, kindness and peace, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *Wuthering Heights*:

- I found the novel entertaining
- I found the novel disturbing
- I found the novel boring

**Explain your response, giving reasons that demonstrate your knowledge of the text.**

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the novel, “Wuthering Heights”. Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *Wuthering Heights*:

**Heathcliff or Nelly Dean.**

**Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.**

Candidates should list three objects that they think reveal something about the life or personality of either Heathcliff or Nelly Dean. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.

Indicative material: Heathcliff – a bunch of keys; a whip; heather from the moors; an open window, etc.; Nelly Dean – a dish cloth; a mask with large eyes and ears; a Claddagh ring; two books – one reliable and one unreliable, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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### **C THE GREAT GATSBY – F. Scott Fitzgerald**

Answer **all** of the questions.

- 1. (a) Describe an occasion from the text when you think Tom Buchanan behaves badly towards Myrtle. (10)**

Candidates should describe an occasion from the text when they think Tom Buchanan behaves badly towards Myrtle. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.

Indicative material: Their initial meeting on the train; Tom breaks Myrtle's nose at the party; Tom shows no emotion at Myrtle's death, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, does Tom generally behave badly towards Myrtle? Explain your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, Tom generally behaves badly towards Myrtle. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.

Indicative material: See 1 (a) above; Tom treats Myrtle as an object of his desire; he would never consider leaving Daisy for her. Moderating factors – he rents an apartment in Manhattan for her and spends lavishly on her; he gives her hope as she sees the affair as a way out of her dull marriage, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. Identify a moment in the novel, *The Great Gatsby*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

*Indicative material: Tom breaks Myrtle's nose with his open hand; Myrtle's death; Gatsby's murder; Gatsby and Daisy's reunion; Tom and Gatsby's showdown over Daisy, etc.*

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

- (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *The Great Gatsby* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

*Candidates should identify any two contrasting settings in "The Great Gatsby" and explain why the use of these contrasting settings makes the novel more interesting. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

*Indicative material: East Egg – urbanised, extremely large houses, people more elegant and sophisticated, represents old money, people living here inherited money, more relaxed lifestyle. West Egg – rural, represents new money, people work harder to achieve the money they desire, a world of great extravagance with drinking and partying represents the typical lifestyle of people living in the 1920s. The Valley of Ashes – impoverished misery, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *The Great Gatsby*:

- I found the novel entertaining
- I found the novel disturbing
- I found the novel boring

**Explain your response, giving reasons that demonstrate your knowledge of the text.**

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the novel, "The Great Gatsby". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *The Great Gatsby*:

Jay Gatsby or Daisy Buchanan.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

*Candidates should list three objects that they think reveal something about the life or personality of either Jay Gatsby or Daisy Buchanan. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

Indicative material: *Gatsby – a green light bulb; yellow Rolls Royce; a book; etc. Daisy – an expensive handbag; a microphone; a lock and key, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## **D THE OCEAN AT THE END OF THE LANE – Neil Gaiman**

Answer **all** of the questions.

- 1. (a) Describe an occasion from the text when you think Lettie Hempstock is kind to the narrator when he is young. (10)**

*Candidates should describe an occasion from the text when they think Lettie Hempstock is kind to the narrator when he is young. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: *When the South African opal miner commits suicide; Lettie fights Ursula Monkton for the boy; when the creature refuses to leave without “the boy”, Lettie and the Hempstocks will not give him up; Lettie saves the boy at the end by throwing herself on top of him to protect him from the ravaging of the hunger birds, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, is Lettie Hempstock generally kind to the narrator when he is young? Explain your answer with reference to the text. (10)

*Candidates should explain whether, in their opinion, Lettie Hempstock is generally kind to the narrator when he is young. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: See 1 (a) above. Takes him home for breakfast; gives him the old coin which the fish had swallowed; protects and cares for him – warns him not to let go of her hand as they track the creature, warns him not to keep the magical kitten, places him inside the fairy ring and tells him not to leave for any reason; protects him from the hunger birds who wanted to get rid of all traces of the creature including the piece still in the boy's heart, etc. Moderating factors: She introduced him to her magical world which is full of danger and vicious creatures like Ursula Monkton and the hunger birds, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. Identify a moment in the novel, *The Ocean at the End of the Lane*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

Indicative material: When the South African opal miner runs over and kills the kitten; when the opal miner commits suicide; when Lettie and her mother use magical powers to read the suicide note in the dead man's pocket; when the boy discovers a worm in his foot where he felt the pain earlier and only manages to pull some of it out, etc.

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

- (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *The Ocean at the End of the Lane* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

*Candidates should identify any two contrasting settings in "The Ocean at the End of the Lane" and explain why the use of these contrasting settings makes the novel more interesting. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

*Indicative material: The mysterious world of the Hempstocks, full of magic and intrigue; the world of danger and viciousness e.g. Ursula Monkton, the hunger birds; the “normal”, “boring” world of the young narrator who feels misunderstood by his parents, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *The Ocean at the End of the Lane*:

- I found the novel entertaining
- I found the novel disturbing
- I found the novel boring

**Explain your response, giving reasons that demonstrate your knowledge of the text.**

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the novel, “The Ocean at the End of the Lane”. Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *The Ocean at the End of the Lane*:

**Lettie Hempstock or The narrator.**

**Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.**

*Candidates should list three objects that they think reveal something about the life or personality of either Lettie Hempstock or the narrator. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

*Indicative material: Lettie Hempstock – a magic orb; a coin; her red raincoat and black wellington boots, etc. The narrator – a kitten; a necktie, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## E ALL MY SONS – Arthur Miller

Answer **all** of the questions.

- 1. (a) Describe an occasion from the text when you think Kate Keller is unkind to Ann Deever. (10)**

*Candidates should describe an occasion from the text when they think Kate Keller is unkind to Ann Deever. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Kate tells Joe that Chris “is not going to marry her” when she suspects that Chris intends to wed Ann; Kate says to Ann, “You gained a little weight, didn’t you darling?”; She tells Chris that Ann is “Larry’s girl”; Kate tells Ann near the conclusion that “she is going alone” and “that’s your lonely life”, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, is Kate generally unkind to Ann? Explain your answer with reference to the text. (10)**

*Candidates should explain whether, in their opinion, Kate is generally unkind to Ann. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: See 1 (a) above. Moderating factors: we are told near the beginning of the play that Kate is giving Ann “breakfast in the dining room”; she admires the fact that Ann “didn’t jump into bed with someone as soon as it happened with her fella”, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify a moment in the play, *All My Sons*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)**

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

Indicative material: The tension between Kate and Ann when Ann arrives back; George arriving back to confront the Kellers; Joe’s confession about the cracked cylinders; Joe entering the house to shoot himself, etc.

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

- (i) **Write about the importance of either loyalty or betrayal in the play, *All My Sons*. Support your response with reference to the text.**

*Candidates should write about the importance of either loyalty or betrayal in the play, "All My Sons". Answers should be supported by reference to the text. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: *Loyalty: Kate refuses to believe that her son Larry is dead; Chris and Joe indulge her in this fantasy; George shows belated loyalty towards his father, Steve. Chris remembers his company in the army and how "they killed themselves for each other", etc. Betrayal: Ann and George turn their backs on their father; Chris wanting to marry Ann; Chris wishing to leave his father's business; Joe betrayed his friend, Steve, and his country by selling cracked cylinder heads, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) **From the list below, choose the phrase or phrases that best describe(s) your overall response to the play, *All My Sons*:**

- I found the play entertaining
- I found the play disturbing
- I found the play boring

**Explain your response, giving reasons that demonstrate your knowledge of the text.**

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the play, "All My Sons". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) **You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the play, *All My Sons*:**

**Joe Keller   or   Ann Deever.**

**Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.**

Candidates should list three objects that they think reveal something about the life or personality of either Joe Keller or Ann Deever. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.

Indicative material: Joe Keller: a cracked cylinder head; a branch from Larry's tree; a prison cap, etc. Ann Deever: a letter; a rose; a telephone, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## **F AMERICANAH – Chimamanda Ngozi Adichie**

- 1. (a) Describe an occasion from the text when you think Ifemelu behaves badly towards Curt. (10)**

Candidates should describe an occasion from the text when they think Ifemelu behaves badly towards Curt. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.

Indicative material: She leaves Curt when she finds flirty emails on his laptop; she cheats on Curt with a man from her apartment building; when Curt picks her up at one point and she is only thinking about Obinze, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, does Ifemelu generally behave badly towards Curt? Explain your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, Ifemelu generally behaves badly towards Curt. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.

Indicative material: See 1 (a) above; Curt's true love for her is never fully reciprocated; she does not fully appreciate Curt's efforts at getting her a job in the public relations office, etc. Moderating factors – she stays with Curt in Baltimore and imagines herself marrying him; she goes back to him after their initial break-up when he apologises; she constantly reassures him about their relationship, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. Identify a moment in the novel, *Americanah*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

Indicative material: Obinze and Ifemelu's reunion at the bookstore; Ifemelu's return to Lagos; Ifemelu's encounter with the tennis coach; Ifemelu leaving Nigeria; Doris and Ifemelu's argument, etc.

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

- (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *Americanah* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

*Candidates should identify any two contrasting settings in "Americanah" and explain why the use of these contrasting settings makes the novel more interesting. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: America – race is an issue, with Ifemelu experiencing conscious and unconscious racism from black and white Americans; women experience far less discrimination than in Nigeria, etc. Nigeria (Lagos) – a culture of corruption, inequality and materialism; women seen as objects by most men; women marrying men on the basis of their wealth and prestige; men get rich on connections and not hard work; western culture is admired, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *Americanah*:

- I found the novel entertaining
- I found the novel disturbing
- I found the novel boring

**Explain your response, giving reasons that demonstrate your knowledge of the text.**

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the novel, "Americanah". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text.*

Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *Americanah*:

Ifemelu or Obinze.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

*Candidates should list three objects that they think reveal something about the life or personality of either Ifemelu or Obinze. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

Indicative material: Ifemelu – hair extensions; laptop; passport, etc. Obinze – American flag; sales brochure; toilet brush, British passport, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## G THE PLOUGH AND THE STARS – Sean O’Casey

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Nora Clitheroe behaves badly towards her husband, Jack. (10)

*Candidates should describe an occasion from the text when they think Nora Clitheroe behaves badly towards Jack. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: She rejects his amorous advances; she burns his promotion letter; she goes to the barricades to search for Jack (embarrasses him); she begs him not to return to the fighting in front of his comrades, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, does Nora generally behave badly towards Jack? Explain your answer with reference to the text. (10)**

*Candidates should explain whether, in their opinion, Nora generally behaves badly towards Jack. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

*Indicative material:* See 1 (a) above. Moderating factors: she is trying to improve their lives by improving their tenement rooms; she loves him and wants to keep him safe; she tries to keep the peace between The Covey and Uncle Peter so Jack's evening is not disturbed; she forgives him for abandoning her, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify a moment in the play, *The Plough and the Stars*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)**

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

*Indicative material:* Jack discovering Nora's treachery; the fight between Mrs Gogan and Bessie in the pub; Jack leaving to fight; Mrs Gogan and Bessie arriving back with the looted goods; Nora and Jack meeting outside the tenement in the middle of the fighting; Bessie trying to get Nora away from the window; Bessie being shot, etc.

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

- (i) Write about the importance of either loyalty or betrayal in the play, *The Plough and the Stars*. Support your response with reference to the text.**

*Candidates should write about the importance of either loyalty or betrayal in the play, "The Plough and the Stars". Answers should be supported by reference to the text. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

*Indicative material:* Loyalty – Nora's loyalty to Jack; the tenement dwellers loyalty to each other; Bessie going out to fetch a doctor for Nora; Bessie being loyal to her country and religion despite being surrounded by Catholics; Jack's loyalty to the I.C.A., etc.  
Betrayal – Jack betrays his wife and unborn child for Irish independence; the tenement dwellers betray the I.C.A. by looting during the Rising; Brennan betrays Jack by leaving him to die alone in the Imperial Hotel, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the play, *The Plough and the Stars*:

- I found the play entertaining
- I found the play disturbing
- I found the play boring

Explain your response, giving reasons that demonstrate your knowledge of the text.

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the play, "The Plough and the Stars". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the play, *The Plough and the Stars*:

Nora Clitheroe or Bessie Burgess.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

*Candidates should list objects that they think reveal something about the life or personality of either Nora Clitheroe or Bessie Burgess. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

Indicative material: Nora Clitheroe – a heart, a stick, a hat box from Arnotts, a toy barricade, a doll, a strait jacket, etc. Bessie Burgess – a Union Jack, a glass of whiskey, barbed wire, a glass of milk, a rose with thorns, song/hymn book, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## H THE SPINNING HEART – Donal Ryan

Answer **all** of the questions.

**1. (a) Describe Vasya's life in Khakassia before he moved to Ireland. (10)**

*Candidates should describe Vasya's life in Khakassia before he moved to Ireland. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

*Indicative material: Nomadic background – goats, sheep, cattle, horses; campfires; living in tents; Allow: building work in the city; death of his brother; reluctance to ever go home again, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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**(b) In your opinion, was Vasya treated badly when he worked as a builder in Ireland? Explain your answer with reference to the text. (10)**

*Candidates should explain whether, in their opinion, Vasya was treated badly when he worked as a builder in Ireland. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

*Indicative material: Exploited by Pokey Burke, left short of wages and unable to claim social welfare; workmates found him to be a source of amusement, not in an unkind way but it embarrassed him; Bobby Mahon gave him work and treated him with respect; living and working conditions in Ireland are not great but a lot better than in Khakassia, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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**2. Identify a moment in the novel, *The Spinning Heart*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)**

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

*Indicative material: The murder of Bobby's father; Bobby's arrest; the kidnapping of Dylan; the relationship between Bobby and Réaltín; the killing of Vasya's brother; Bobby's confrontation with Pokey Burke's father; when Frank appears at the GAA social, etc.*

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

- (i) **The use of contrast can make a text more interesting. Identify any two contrasting female characters and explain why the use of these contrasting characters makes the novel, *The Spinning Heart*, more interesting. Support your answer with reference to the text.**

*Candidates should identify any two contrasting female characters and explain why the use of these contrasting female characters makes the novel, "The Spinning Heart", more interesting.*

*Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

Indicative material: Triona and Réaltín – the different way they treat the men in their lives, their families, their outlook on life, their priorities; Réaltín and Hilary – their differing attitudes to their careers, the way they treat people, their priorities in life; Triona and Kate – their differing attitudes towards their husbands, their priorities in life, the way they treat people, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**OR**

- (ii) **From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *The Spinning Heart*:**

- I found the novel entertaining
- I found the novel disturbing
- I found the novel boring

**Explain your response, giving reasons that demonstrate your knowledge of the text.**

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the novel, "The Spinning Heart". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text.*

*Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**OR**

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *The Spinning Heart*:

Réaltín or Bobby Mahon.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

*Candidates should list three objects that they think reveal something about the life or personality of either Réaltín or Bobby Mahon. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

Indicative material: Réaltín – a doll’s house; toys; mini skirt; money, etc. Bobby Mahon – P60; a football; hammer; a plank of wood, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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## I KING LEAR – William Shakespeare

Answer **all** of the questions.

- 1. (a) Describe an occasion from the text when Gloucester’s illegitimate son, Edmund, behaves badly towards his father. (10)**

*Candidates should describe an occasion from the text when they think Gloucester’s illegitimate son, Edmund, behaves badly towards his father. Consideration should be given to the level of detail provided, the use of suitable reference to the text and the quality of all aspects of the response.*

Indicative material: Edmund dupes Gloucester into believing that Edgar is plotting against him; betrays his father to Cornwall and Regan; he leaves his father and does not protect him when he is having his eyes plucked out, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) In your opinion, does Edmund generally behave badly towards his father? Explain your answer with reference to the text. (10)**

*Candidates should explain whether, in their opinion, Edmund generally behaves badly towards his father. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and the quality of all aspects of the response.*

*Indicative material: See 1 (a) above. Moderating factors: Gloucester is responsible for what Edmund becomes; he speaks of Edmund's birth in a derogatory manner, etc.*

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- 2. Identify a moment in the play, King Lear, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)**

*Candidates should identify a moment in the text which they find particularly dramatic or exciting and explain why they find the moment particularly dramatic or exciting. Consideration should be given to the quality of the explanation and the quality of all aspects of the response.*

*Indicative material: The love test; Lear rejected by Goneril; Edmund's betrayal of Edgar; Lear's madness on the heath; the blinding of Gloucester; Cordelia's return, etc.*

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

- (i) Write about the importance of either loyalty or betrayal in the play, King Lear. Support your response with reference to the text.**

*Candidates should write about the importance of either loyalty or betrayal in the play, "King Lear". Answers should be supported by reference to the text. Consideration should be given to the knowledge of the text evident in the answer and the quality of all aspects of the response.*

*Indicative material: Loyalty – Cordelia, Kent and The Fool's loyalty to Lear; Edgar's loyalty to Gloucester; France's loyalty to Cordelia, etc. Betrayal – Goneril and Regan's betrayal of Lear; Edmund's betrayal of Gloucester and Edgar, etc.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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**OR**

(ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the play, *King Lear*:

- I found the play entertaining
- I found the play disturbing
- I found the play boring.

Explain your answer, giving reasons that demonstrate your knowledge of the text.

*Candidates should identify the phrase or phrases that best describe(s) their overall response to the play, "King Lear". Candidates should explain their answers, giving reasons for their responses that demonstrate their knowledge of the text. Consideration should be given to the quality of the explanation, the knowledge of the text evident in the response and the quality of all aspects of the response.*

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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OR

(iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the play, *King Lear*:

Cordelia or Kent.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

*Candidates should list three objects that they think reveal something about the life or personality of either Cordelia or Kent. In the case of each object, they should explain what they think the object reveals about their chosen character. Objects chosen may or may not actually appear in the text. Consideration should be given to the aptness of the objects chosen, the quality of the explanation and the knowledge of the text evident in the response. Attention should be paid to the quality of all aspects of the response.*

Indicative material: Cordelia – a wedding ring, a crown of thorns, a halo, a sword, etc.  
Kent - a mask, a Claddagh ring (friendship); collar; stocks, etc.

<b>Discrete Criteria ex 30</b>	<b>P = 9</b>	<b>C = 9</b>	<b>L = 9</b>	<b>M = 3</b>
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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 the light of the modes for comparison
- Making general observations about texts in relation to one another
- Making connections between similar aspects of texts
- Recognising differences between texts
- Showing that similarities / differences need to be qualified
- Demonstrating awareness of themselves as readers, their reactions /responses /involvement

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

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

### Important Note

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

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

In this section:

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

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

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

**Note 1:** In answering on *Big Maggie* by John B. Keane, candidates may refer to either the 1969 or the 1988 versions of the play.

**Note 2:** For the purposes of assessment in 2018, when answering on *Persepolis* by Marjane Satrapi, candidates may refer either to *Persepolis, The Story of a Childhood* or *Persepolis, The Story of a Childhood and The Story of a Return*.

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

### **A HERO, HEROINE, VILLIAN**

1. (a) (i) **Name one of the three comparative texts you have studied and identify a hero, heroine or villain in it. Select an aspect of this character's personality that you think contributes to making him or her a hero, heroine or villain. Referring to the text, explain why you think this aspect of the character's personality contributes to making him or her a hero, heroine or villain. (15)**

*Candidates should name one comparative text they have studied, and identify a hero, heroine or villain in it. They should explain why they think a selected aspect of the character's personality contributes to making him or her a hero, heroine or villain. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) **Name another comparative text that you have studied and identify a hero, heroine or villain in it. Select an aspect of this character's personality that you think contributes to making him or her a hero, heroine or villain. Referring to the text, explain why you think this aspect of the character's personality contributes to making him or her a hero, heroine or villain. (15)**

*Candidates should name another comparative text they have studied, and identify a hero, heroine or villain in it. They should explain why they think a selected aspect of the character's personality contributes to making him or her a hero, heroine or villain. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) A hero, heroine or villain can act alone or be supported by others.

Compare the extent to which one hero, heroine or villain, from each of at least two comparative texts you have studied, acts alone or is supported by others. Support your answer with reference to your chosen texts. (40)

*Candidates should compare the extent to which one hero, heroine or villain, from each of at least two comparative texts, acts alone or is supported by others. Answers should be supported by reference to at least two comparative texts.*

*The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Consideration should be given to the quality of all aspects of the response.*

*N.B. Use code C on the left-hand margin to indicate where relevant similarities and/or differences are given.*

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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OR

2. (a) (i) Name one of the three comparative texts you have studied and identify a hero, heroine or villain in it. Give reasons why you think this character would or would not be a useful friend to have in a dangerous situation. Your answer should demonstrate your knowledge of the text. (15)

*Candidates should name one comparative text they have studied, and identify a hero, heroine or villain in it. They should give reasons why they think this character would or would not be a useful friend to have in a dangerous situation. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name another comparative text you have studied and identify a hero, heroine or villain in it. Give reasons why you think this character would or would not be a useful friend to have in a dangerous situation. Your answer should demonstrate your knowledge of the text. (15)

*Candidates should name another comparative text they have studied, and identify a hero, heroine or villain in it. They should give reasons why they think this character would or would not be a useful friend to have in a dangerous situation. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) A hero, heroine or villain can act alone or be supported by others.

Compare the extent to which one hero, heroine or villain, from each of at least two comparative texts you have studied, acts alone or is supported by others.

Support your answer with reference to your chosen texts. (40)

*Candidates should compare the extent to which one hero, heroine or villain, from each of at least two comparative texts, acts alone or is supported by others. Answers should be supported by reference to at least two comparative texts.*

*The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Consideration should be given to the quality of all aspects of the response.*

N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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## **B SOCIAL SETTING**

1. (a) (i) Name one of the three comparative texts you have studied and identify a key moment in it which reveals something about the role played by men or women in the social setting of that text. Explain what this key moment reveals about the role played by men or women in the text. Support your answer with reference to your chosen text. (15)

*Candidates should name one comparative text that they have studied, identify a key moment in it which reveals something about the role played by men or women in the social setting of that text and explain what this key moment reveals about the role played by men or women in the text. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name another comparative text you have studied and identify a key moment in it which reveals something about the role played by men or women in the social setting of that text. Explain what this key moment reveals about the role played by men or women in the text. Support your answer with reference to your chosen text. (15)

*Candidates should name another comparative text that they have studied, identify a key moment in it which reveals something about the role played by men or women in the social setting of that text and explain what this key moment reveals about the role played by men or women in the text. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Characters in texts can be advantaged or disadvantaged by the social class to which they belong.

Identify one character from each of at least two comparative texts and compare the ways in which these characters are advantaged or disadvantaged by the social class to which they belong. Support your answer with reference to your chosen texts. (40)

*Candidates should identify one character from each of at least two comparative texts and compare the ways in which these characters are advantaged or disadvantaged by the social class to which they belong. Answers should be supported with reference to at least two comparative texts.*

*The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Consideration should be given to the quality of all aspects of the response.*

N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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OR

2. The behaviour of some characters can be regarded as unacceptable within the social setting of a text.

- (a) (i) Name one of the three comparative texts you have studied and identify a character in it whose behaviour is regarded as unacceptable within the social setting of this text. Referring to the text, give reasons why this character's behaviour is regarded as unacceptable in this social setting. (15)

*Candidates should name one comparative text that they have studied and identify a character in it whose behaviour is regarded as unacceptable within the social setting of this text. They should give reasons why this character's behaviour is regarded as unacceptable in this social setting. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (ii) Name another comparative text you have studied and identify a character in it whose behaviour is regarded as unacceptable within the social setting of this text. Referring to the text, give reasons why this character's behaviour is regarded as unacceptable in this social setting. (15)

*Candidates should name another comparative text that they have studied and identify a character in it whose behaviour is regarded as unacceptable within the social setting of*

*this text. They should give reasons why this character's behaviour is regarded as unacceptable in this social setting. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 15</b>	<b>P + C = 9</b>	<b>L + M = 6</b>
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- (b) Characters in texts can be advantaged or disadvantaged by the social class to which they belong.**

**Identify one character from each of at least two comparative texts and compare the ways in which these characters are advantaged or disadvantaged by the social class to which they belong. Support your answer with reference to your chosen texts. (40)**

*Candidates should identify one character from each of at least two comparative texts and compare the ways in which these characters are advantaged or disadvantaged by the social class to which they belong. Answers should be supported with reference to at least two comparative texts.*

*The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. Consideration should be given to the quality of all aspects of the response.*

N.B. Use code **C** on the left-hand margin to indicate where relevant similarities and/or differences are given.

<b>Discrete Criteria ex 40</b>	<b>P = 12</b>	<b>C = 12</b>	<b>L = 12</b>	<b>M = 4</b>
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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.

**UNSEEN POEM (20 marks)**

- 1. From your reading of the above poem, outline what you learn about the poet and his family life. Support your answer with reference to the poem. (10)**

*Candidates should outline what they learn about the poet and his family life from their reading of the poem. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Family life is busy and hectic; his daughters are dramatic, demanding, prone to squabbling – fighting over a brush; he is outnumbered three to one; the poet is humorous and can see the lighter side of life; he is patient with his daughters; he is calm, preferring a long walk with the dog to confrontation, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- 2. Did you enjoy the above poem? Give reasons for your response, supported by reference to the poem. (10)**

*Candidates should give reasons explaining why they did or did not enjoy the poem. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Enjoy: humorous take on family life; assonance; sibilance; colloquial language; use of direct speech; narrative style; topic that is easy to relate to, etc.  
Not enjoy: clichéd view of family life; repetition at the end; poor attempts at humour, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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## PREScribed POETRY (50 marks)

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

### A THE EXPLOSION

1. (a) What do you learn about the miners from stanzas two, three and four of the above poem? Support your answer with reference to the poem. (10)

*Candidates should outline what they learn about the miners from stanzas two, three and four of the poem. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: All come to work together; they cough a lot; they swear and smoke pipes – unsophisticated people; one chased after rabbits – maybe young and innocent; one lodges the eggs back in the grass – gentle and appreciates nature; whole families work in the mine; they are close, giving each other nicknames and laughing, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Identify a striking image from the first eight stanzas of the poem. Explain why you find this image striking. (10)

*Candidates should identify a striking image from the first eight stanzas of the poem and explain why they find this image striking. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Vivid; clear image; engaging; intriguing; fascinating; interesting; thought-provoking; can clearly visualise it; absorbing; riveting; compelling; gripping, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Based on your study of “The Explosion”, what message do you think is conveyed by the image of the unbroken eggs in the final line of the poem? (10)

*Candidates should explain what they think is conveyed by the image of the unbroken eggs in the final line of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Shows the randomness of mortality – the delicate eggs survive while the miners are lost; we can leave something good behind us when we die; life goes on as eggs are a symbol of resurrection and new life; nature goes on despite the activities of humans; like the men, they have been transformed into a vision of immortality, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) **Imagine you are the wife of one of the miners killed in the explosion mentioned in the above poem. Write a diary entry in which you describe the events of the day, including your own experiences and feelings. Your diary entry should demonstrate your understanding of the poem.**

*Candidates should adopt the persona of the wife of one of the miners killed in the explosion. They should write a diary entry in which they describe the events of the day, including the wife's experiences and feelings. The diary entry should demonstrate their understanding of the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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**OR**

- (ii) **In your opinion, what does Philip Larkin say about relationships in his poem, "The Explosion"? Support your answer with reference to the poem.**

*Candidates should explain what they think Philip Larkin says about relationships in the poem, "The Explosion". Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Man and nature; the miners and their families; the relationships between the miners themselves; this life and the next life; the miners and the job they do, etc.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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**OR**

- (iii) **You have been asked to give a talk to your class about Philip Larkin's use of language and imagery in his poem, "The Explosion". Write the text of the talk you would give. Support your talk with reference to the poem.**

*Candidates should write the text of the talk they would give to their class about Philip Larkin's use of language and imagery in the poem, "The Explosion". Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Language is simple and straightforward; similes; alliteration; assonance; use of full stops; last line standing alone; the way the explosion is described; the many word pictures in the poem, etc.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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## B HAWK ROOSTING

- 1. (a) What do you learn about the hawk from stanzas four and five of the above poem? Support your answer with reference to the poem. (10)**

*Candidates should explain what they learn about the hawk from stanzas four and five of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Arrogant; powerful; in charge; honest; violent; vicious; brutal; no need to justify his actions; proud; he makes no excuses for his savage behaviour; confident, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (b) Identify a striking image from the first three stanzas of the poem. Explain why you find this image striking. (10)**

*Candidates should identify a striking image from the first three stanzas of the poem and explain why they find this image striking. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Vivid; clear image; engaging; intriguing; fascinating; interesting; thought-provoking; can clearly visualise it; absorbing; riveting; compelling; gripping, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) Based on your study of “The Hawk”, explain what you think the final line of the poem tells us about the bird’s relationship with the world. (10)**

*Candidates should explain what they think the final line of the poem tells us about the bird’s relationship with the world. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Poem ends with the hawk’s arrogant statement that it has never seen any reason to change its ways; it is intent on ensuring that things will always remain as they are for the hawk and that it has the power to keep things unchanged, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- 2. Answer ONE of the following: [Each part carries 20 marks]**

- (i) Imagine you are the poet, Ted Hughes. Write a diary entry in which you reflect on seeing the hawk that inspired you to write the above poem. Describe the impression the bird made on you and the aspects of its character you hope you have captured in the poem. Your diary entry should demonstrate your understanding of the poem.**

Candidates should adopt the persona of the poet, Ted Hughes. They should write a diary entry in which they reflect on seeing the hawk that inspired them, the impression it made on them and the aspects of the bird's character they hoped to capture in the poem. The diary entry should demonstrate their understanding of the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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OR

- (ii) In your opinion, what does Ted Hughes say about nature in his poem, "Hawk Roosting"? Support your answer with reference to the poem.

Candidates should explain what they think Ted Hughes says about nature in the poem, "Hawk Roosting". Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: Majestic; beautiful; cruel; predator and prey; vulnerable; arrogant; instinctual; unequal, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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OR

- (iii) You have been asked to give a talk to your class about Ted Hughes' use of language and imagery in his poem, "Hawk Roosting". Write the text of the talk you would give. Support your talk with reference to the poem.

Candidates should write the text of the talk they would give to their class about Ted Hughes' use of language and imagery in the poem, "Hawk Roosting". Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.

Indicative material: Language is rich in imagery and description; repetition; alliteration; assonance; run-on lines; personification; the many word pictures in the poem, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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## C CHILD OF OUR TIME (for Aengus)

1. (a) From your reading of the above poem, describe the poet's reaction to the child's murder. Support your answer with reference to the poem. (10)

*Candidates should describe the poet's reaction to the child's murder. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Guilt and anguish; society must learn from the murder of the child; the poet cannot understand or comprehend how such an event can happen; determination to find some solution, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Describe, in your own words, the childhood experiences the poet writes about in lines eight, nine and ten of the poem. (10)

*Candidates should describe, in their own words, the childhood experiences the poet writes about in lines eight, nine and ten of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: In lines eight, nine and ten of the poem the poet writes about childhood experiences such as being told nursery rhymes; being rocked and soothed to sleep by singing or chanting; taking real or toy animals to bed; being told stories to distract them, perhaps when they are troubled or upset; being told legends perhaps to weave fictional spells to protect them from harm, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (c) Based on your study of "Child of Our Time", explain what you think the poet is saying in the last line of the poem. (10)

*Candidates should explain what they think the poet is saying in the last line of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The dead child becomes an emblem of hope as its eternal sleep is juxtaposed with the world waking up to the absurdity of indiscriminate violence, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) **Imagine you are the poet, Eavan Boland. Write a diary entry in which you reflect on the tragedy that inspired you to write the above poem. Discuss what you hope society will learn from the child's death and what needs to change in order to make the future better than the past. Your diary entry should demonstrate your understanding of the poem, "Child of Our Time".**

*Candidates should adopt the persona of the poet, Eavan Boland. They should write a diary entry in which they discuss what they hope society will learn from the child's death and what needs to change in order to make the future better than the past. The diary entry should demonstrate their understanding of the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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**OR**

- (ii) **In your opinion, is the above poem still relevant today? Explain your response, supporting your answer with reference to the poem.**

*Candidates should give their opinion on whether or not the poem is still relevant today. Candidates should explain their response, supporting their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Agree: Violence is still prevalent in society and children are still victims; we always need to learn from our past and our mistakes; it is important to acknowledge past atrocities and victims of violence; society should continue to review and assess the progress that has been made, etc.

Disagree: Sectarian violence is less prevalent today than in the past; we have learned from these atrocities and have done what the poet has asked, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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**OR**

- (iii) **You have been asked to give a talk to your class about Eavan Boland's use of language and imagery in her poem, "Child of Our Time". Write the text of the talk you would give. Support your talk with reference to the poem.**

*Candidates should write the text of the talk they would give to their class about Eavan Boland's use of language and imagery in the poem, "Child of Our Time". Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Discordant rhyming scheme; analogy; paradoxes; juxtaposition; poignant and sad images; musical imagery, repetition, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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## D NEW WORLD

1. (a) From your reading of the first stanza of this poem, what do you learn about the lovers, glimpsed by the poet on a Chicago street? Support your answer with reference to the poem. (10)

*Candidates should outline what they learn about the lovers, glimpsed by the poet on a Chicago street from reading the poem "New World". Consideration should be given to the quality of all aspects of the response.*

Indicative material: They are "commonplace" or ordinary; "uncaring" about the world around them; "starstruck" only for each other; their happiness is like a perfect pool of water; they are experiencing the electrifying newness of a new relationship; they are collaborating or working together as they discover and get to know each other, etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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- (b) Identify a striking image from the first three stanzas of the above poem. Explain why you find this image striking. (10)

*Candidates should identify a striking image from the first three stanzas of the poem, "New World", and explain why they find this image striking. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Vivid; clear image; engaging; intriguing; fascinating; interesting; thought-provoking; can clearly visualise it; absorbing; riveting; compelling; gripping, etc.

<b>Combined Criteria ex 10</b>	<b>P + C = 6</b>	<b>L + M = 4</b>
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- (c) Based on your study of "New World", explain the possible connection between the "ships full-sailing" in stanza four and the title of the poem. (10)

*Candidates should explain the possible connection between the "ships full-sailing" in stanza four and the title of the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The two lovers are on a voyage of discovery into the unknown. Their feelings are compared to those of explorers who discover a new land. The lovers' hearts are "lifted", like the ships that were "full-sailing" on the voyages of old; may link the poem to the days of exploration when America became known as the "New World", etc.

<b>Combined Criteria ex 10</b>	<b>P+C = 6</b>	<b>L + M = 4</b>
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2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) **Imagine you are the poet, Michael Coady. Write a diary entry in which you describe what you saw on the street in Chicago that so impressed you, and explain the effect this experience had on you. Your diary entry should demonstrate your understanding of the poem.**

*Candidates should adopt the persona of the poet, Michael Coady. They should write a diary entry in which they describe what they saw on the street in Chicago that so impressed them and explain the effect this experience had on them. The diary entry should demonstrate their understanding of the poem. Expect implicit or explicit reference to the poem. Consideration should be given to the quality of all aspects of the response.*

<b>Combined Criteria ex 20</b>	<b>P + C = 12</b>	<b>L + M = 8</b>
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**OR**

- (ii) **In your opinion, what does Michael Coady say about love in his poem, “New World”? Support your answer with reference to the poem.**

*Candidates should explain what they think Michael Coady says about love in the poem, “New World”. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: The ecstasy of new love lasts only a short time and is inevitably replaced by normal everyday emotions; he describes love like a journey, a voyage of exploration; love can be dangerous; love can flounder; love is perfection, “some whispered secret out of Eden”, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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**OR**

- (iii) **You have been asked to give a talk to your class about Michael Coady’s use of language and imagery in his poem, “New World”. Write the text of the talk you would give. Support your talk with reference to the poem.**

*Candidates should write the text of the talk they would give to their class about Michael Coady’s use of language and imagery in the poem, “New World”. Answers should be supported with reference to the poem. Consideration should be given to the quality of all aspects of the response.*

Indicative material: Rich in similes and metaphors; interesting sophisticated language; notable imagery of the grimy and cacophonous Chicago street; assonance and alliteration; run-on lines; repetition, etc.

<b>Combined Criteria ex 20</b>	<b>P+C = 12</b>	<b>L + M = 8</b>
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# LEAVING CERTIFICATE ENGLISH

## CRITERIA FOR ASSESSMENT

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

**ASSESSMENT CRITERIA – GRADE GRID**

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

**Discrete Criteria:**

100 marks	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 tape-recorder or a spell-check enabled word processor and other candidates who have been granted an exemption in accordance with the State Examination Commission's manual, *Reasonable Accommodations at the 2018 Certificate Examinations, Instructions for Schools*, will have all parts of their examination in English assessed except spelling and written punctuation elements.

A modified marking scheme will apply as follows:

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

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

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

### Example:

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

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

### Note:

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

In using the Combined Criteria the following will apply:

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

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