

**AN ROINN OIDEACHIS AGUS EOLAIOCHTA
LEAVING CERTIFICATE EXAMINATION 2002**

English - Ordinary Level - Paper 1

Total Marks: 200

Wednesday 5th June - Morning, 9.30 - 12.20

**Department of Education and Science
Leaving Certificate English - Ordinary Level**

Marking Scheme

CRITERIA FOR ASSESSMENT

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

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

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

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

Schematised detail regarding these criteria is to be found in Appendix 1 of this Marking Scheme.

The Grade Grid utilised for purposes of applying these criteria for assessment throughout the marking is to be found in Appendix 2 of the marking scheme.

Details for marking Reasonable Accommodation scripts are to be found in Appendix 3.

The list of texts for assessment 2002 is set out in Circular **M14/99**.

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.

Use of the full range of marks available.

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

Assessment will proceed in accordance with the Department's Instructions for Assistant Examiners

Paper I: “This paper will be specifically aimed at testing the comprehending and composing abilities of students. The paper will consist of one or more texts. A variety of texts will be used, e.g. a report, an argument, a poem, a picture, a story extract.”

(DES English Syllabus 7.3. p 19)

SECTION 1

COMPREHENDING (100 marks)

SECTION I COMPREHENDING TEXT 1: CHANGING HOUSE

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

Question A and B carry 50 marks each.

Question A

- (i) From what you have read in paragraphs 1, 2 and 3, what feelings does Lisa have on leaving her old home? (15)

Candidates will inform the reader of Lisa’s feelings. There are many: sentimentality, regret, ruefulness etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (ii) Read paragraph 4 again. How does the writer give us a clear impression of the removal men at work? Support your answer by reference to paragraph 4. (15)

Candidates are required to identify the ways the author creates the impression in paragraph 4 and to offer appropriate commentary etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (iii) From your reading of the passage, what differences do you notice between Lisa’s family and the new owners of the house? (20)

Candidates will identify the differences required by the question and may offer some comparative commentary. The focus is on interpretation emphasised by ‘your reading of the passage’ etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

Question B

Write about changes you would like to make to your room, **or** to your home, **or** to the area in which you live.

(50)

Candidates will write on one of the areas offered for choice. Expect a wide variety of approaches to the task etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

TEXT 2: MOVING ON

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

Question A and B carry 50 marks each.

Question A

- (i) Read Paragraph 4 again. Why does Erin find pole-vaulting such an attractive sport? Refer to the paragraph in your answer. (10)

Candidates directed to paragraph 4. Views expressed will be supported by appropriate reference to text etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (ii) Besides pole-vaulting she gave three other sports a try - gymnastics, hurdling, and swimming. Why did she not continue with each of these three? (15)

Candidates may deal with each of the sports separately or might focus on the general notion of 'giving up' as it is expressed by Erin in the passage etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (iii) In your opinion, what is Erin's attitude to change? Give examples from the text. (10)

Candidates will offer an opinion and argue for it by appropriately referencing the text etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (iv) What impression of Erin as a person do you get from reading the passage? Explain your answer. (15)

Candidates will offer an opinion of Erin's qualities as a person / sportswoman and argue for it by appropriately referencing the text as a whole etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

Question B

Imagine you are a radio or TV commentator for a sporting or non-sporting event. Write the commentary you would give on one important moment during that event. (50)

Candidates will write from the point of view of a commentator at an event of their choice. The purpose is to inform and/or entertain an audience. The language register will indicate the presence of that audience - local, national, specialist etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

TEXT 3 CHANGES

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

Question A and B carry 50 marks each.

Question A

- (i) Which pair of images do you think is best at expressing the idea of change? Explain your choice. (15)

Candidates will choose a pair of images that, in their view, best express the idea of change. Evidence from the text will be used to support the case being argued for etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (ii) Choose another pair of images and clearly describe each image in it. (15)

Candidates must choose another set of images to those already dealt with in (i) above. Two individual descriptions must be offered etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (iii) Imagine you wanted to use any one of the pairs of images in a magazine you are editing. Write the title you would give to the pair and explain why you think the title is a good one. (20)

Candidates will choose one pair of images and offer a rationale for selection. Candidates are free to write for a magazine of their choice as neither the type nor readership (audience) is specified etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

Question B

OLD MONEY – NEW MONEY!

Write two or three diary entries recording your own or your family's experiences during the first week of the changeover to the euro. (50)

Candidates will present answer in the form of a diary. Specific purpose for the writing as indicated. The diary can be considered a private text. Expect language register and management as appropriate etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

SECTION II COMPOSING

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

N.B. “*The general functions of language outlined here will continually mix and mingle within texts and genres. So there can be an æsthetic argument, a persuasive narrative or an informative play.*” (DES English Syllabus, 2.5 p 5.)

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

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

1. “Goodbye, old room, thought Lisa sentimentally.” (TEXT 1)

Write about a time in your life when you experienced a change that you felt was important to you.

Candidates may choose any form in which to write: the stance will be loosely autobiographical. The focus will be on the importance of the change in the life of the candidate. Registers will mix and mingle as appropriate: expect elements of narration, information, the æsthetic use of language etc. Candidates may show some creative modelling of elements of Text 1 in their composition etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

2. “...everything must change.” (TEXT 1)

Write the speech that you would give to a group of your classmates about things you would change in the world.

Candidates will adopt an argumentative, persuasive style. The audience is a familiar one: language register may reflect this. The assignment asks candidates to identify own priorities for change. The rubrics of speaking in public may be a feature of the writing etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

3. “I’ll try anything!” (TEXT 2)

Write an account of any activity that you really enjoy. You may write about it as a personal essay or as a series of diary entries.

Candidates will identify 'any' activity for subject matter. They have a choice of presentation here – an essay or a series of diary entries: each will exhibit its own characteristics. Expect the use of 'I'. The focus will be on the activity and the sense of enjoyment experienced by the writer etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

4. “Honest, it’s great fun ...” (TEXT 2)

Write a story suggested by this remark.

Candidates will demonstrate some awareness of the elements of story – narrative: a beginning, middle and end: a defining moment: character(s): setting etc. Candidates may show some creative modelling of elements of Text 2 in their writing etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

5. “Too much pressure...” (TEXT 2)

Write about an occasion in your life when you felt you were put under too much pressure.

Candidates may choose any form in which to write: the stance will be loosely autobiographical. The focus will be on the nature of the pressurised occasion and possible consequences. Registers will mix and mingle as appropriate: expect elements of narration, information, the aesthetic use of language etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

6. **Write a short story based on one of the images in TEXT 3.**

Candidates will demonstrate some awareness of the elements of story – narrative: a beginning, middle and end: a defining moment: character(s): setting etc. Candidates may show some creative modelling of elements of the texts in their writing etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

7. “... time to move on”. (TEXT 2)

**Imagine you could travel back in time or forward in time.
Write an account of your experiences.**

Candidates will offer an account from a personal point of view. Narrative approaches will attempt to create a sense of the possible experiences of time travel. Science fiction writing may be very evident here. Registers will mix and mingle as appropriate etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

**AN ROINN OIDEACHAIS AGUS EOLAIOCHTA
LEAVING CERTIFICATE EXAMINATION 2002**

English - Ordinary Level - Paper 2

Total Marks: 200

Wednesday 5th June - Afternoon, 1.30 - 4.50

**Department of Education and Science
Leaving Certificate English - Ordinary Level**

Marking Scheme

SECTION I

THE SINGLE TEXT (60 MARKS)

Candidates must answer on **ONE** text (A - J)

A JANE EYRE - Charlotte Brontë

Answer **all** of the questions.

1. (a) How has Mrs. Reed treated Jane to cause this strong reaction? Refer to the novel in your answer. (10)

Candidates will recount the elements of the incident centred around the Red Room - the feelings, the injustice, the conflict, the characters involved etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) What does this short speech tell you about the character of Jane? (10)

Candidates will interpret the passage to provide a character portrait of Jane perhaps emphasising her bravery, her self-confidence, her command of language in a difficult situation etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Briefly describe one other incident from the novel where Jane copes with a difficult situation. (10)

Candidates are free to choose any other incident where Jane demonstrates comparable strength. The emphasis is on a brief description of, for example, any incident at Lowood; any incident relating to Rochester; her personal life in general either as a child or an adult etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Imagine Mr. Brocklehurst had a sudden change of heart and felt very sorry for the way he treated Jane and the other girls at Lowood School. Write the letter of apology he would send to Jane and the other girls. Your letter should refer to events that take place in the novel.

Candidates will present the answer in the form of a letter. A public audience is implied i.e. Jane and her schoolmates. The language register may be fairly formal (perhaps modelling the style of the novel) or personal and intimate etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (ii) Childhood, as Jane experienced it, is very different from childhood as experienced today. Do you agree with this statement? Refer to the novel in support of your views.

Candidates may explore such elements as experience of home life, school, general freedom/discipline etc. The main task is to express and develop a view and to use their knowledge of the text in support etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (iii) “Jane Eyre has many qualities that we can admire.”
What do you think of this view of Jane? Refer to the novel in support of your answer.

Candidates may adopt any stance here. They are being asked to express and develop a personal view informed by their reading of the text, and to use their knowledge to support the view being expressed etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

B GREAT EXPECTATIONS - Charles Dickens

Answer **all** of the questions.

1. (a) Give a brief description of the character of Jaggers, the lawyer, in the novel, *Great Expectations*. (10)

Candidates will provide a short character portrait of Jaggers – his personal qualities, his attitudes, his habits, his work etc basing their description on appropriate evidence from the text etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) What is your view of his treatment of Pip? (10)

Candidates are asked express and develop a point of view ('your view') about Jaggers' treatment of Pip (i.e. his actions and attitudes towards him). An outline or a summary of the role played by Jaggers in the novel is not a sufficient answer to this question etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) In the novel, Dickens shows the terrible conditions that prisoners lived in. Describe these conditions. (10)

Candidates will choose from various moments in the novel to provide their descriptions. Some are to be found in Chapters 1, 20, 32, 56 etc. Some commentary may also be offered in response to the phrase 'terrible conditions etc.'

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Imagine you were a family counsellor asked to give advice to Joe Gargery and Mrs. Joe about how they might get on better together and how they should bring up Pip. Write down what you would say to them.

Candidates will offer suggestions as to how to improve (i) the relationship between Joe and Mrs. Joe and (ii) their parenting of Pip based on their knowledge of elements of the text. The 'shape' of the response is a matter of the candidates' choosing e.g. a letter, a counselling session etc. Register likewise.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

OR

- (i) Pip would have been much happier if he had never met Magwitch and had never had his great expectations. What is your opinion? Explain your answer by reference to the novel.

Candidates are required to adjudicate on this central relationship in the novel. They will state and develop their opinion as they move towards an appropriate conclusion basing their views on elements of the text to support their arguments etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

OR

- (iii) "Estella is cruel to Pip and does not deserve his love." What is your opinion? Explain your answer by reference to the novel.

Candidates are required to adjudicate on this central relationship in the novel. They will state and develop their opinion on the cruelty (or otherwise) of Estella and her meriting (or not) of his love, as they move towards a conclusion. Views expressed will be based on appropriate elements of the text to support their arguments etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

C PHILADELPHIA HERE I COME - Brian Friel

Answer **all** of the questions.

1. (a) Why, in your view, does Gar speak so aggressively to Kate in this scene? (10)

Candidates will offer reasons for Gar's attitude based on their knowledge of the text. Some reference may be made to his feelings of inferiority, his confusion regarding his uncertain future, his frustration at his personal and social circumstances etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) "Asylum cases, the whole bloody lot of them!"
In your opinion, which one of the characters mentioned above by Gar best fits this description? Support your answer. (10)

Candidates will choose from the characters listed on the paper. Expect some commentary on the choice offered based both on the evidence of the text and on other personal points of view etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) Did you think Gar, himself, was very different from the other people in his hometown of Ballybeg? Support your view by brief reference to the play. (10)

Candidates are being asked to evaluate Gar in relation to (some) other character(s) in the play. They may point out similarities and / or differences in context: all views will be supported by relevant elements of the text as appropriate etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (ii) "Gar's relationship with Kate Doogan ends in disappointment for both of them."
Would you agree with this view? Support your answer by reference to the play.

Candidates are required to adjudicate on this central relationship in the play. They will state and develop their opinion on the notion of disappointment or otherwise in the relationship for both or either as the move towards a conclusion. Views expressed will be based on appropriate elements of the text to support their arguments etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

OR

- (iii) Imagine that Gar and his father, S.B., want to get on better and they come to you for advice. What advice would you give them? Your answer should refer to events from the play.

Candidates will offer suggestions as to how to improve their relationship. Advice will be based on their knowledge of elements of the text. The 'shape' of the response is a matter of the candidates' choosing e.g. a letter, a counselling session etc. Register likewise.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) There are many funny moments in Brian Friel's *Philadelphia, Here I Come*. Describe one moment from the play that you thought was funny and say why you found it to be so.

Candidates will emphasise one incident. Allow a broad interpretation of 'funny'. A description of the incident coupled with appropriate commentary and analysis etc. will be required.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

D FAR FROM THE MADDING CROWD - Thomas Hardy

Answer **all** of the questions.

1. (a) Briefly describe the great storm (on the night of the harvest supper) when Gabriel Oak saved Bathsheba's corn. (10)

Candidates will describe the atmosphere, conditions on the night etc. and Gabriel's actions as he strives to save the corn. Candidates are instructed to be brief.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Sergeant Troy and Gabriel Oak behaved very differently during the storm. What does the reaction of each tell you about his character? Refer to the novel in your answer. (10)

Candidates may deal with each of the characters separately or may write a comparative answer focusing on the individualities of each of the characters etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) What effect did Bathsheba's experience on the night of the storm have on her relationship with Sergeant Troy and with Gabriel Oak? Explain your answer. (10)

Candidates may deal with her relationship with each of the characters separately or may write a comparative answer focusing on the qualities of change appropriate to the relationship etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

Answer **ONE** of the following: [Each part carries 30 marks]

2.

- (i) Imagine that Gabriel Oak, Sergeant Troy and Farmer Boldwood were asked to write descriptions of themselves for a dating agency, each explaining why he would make a good husband for Bathsheba.

Choose **one** of the characters and write the description he would make of himself.

Candidates will have an opportunity to inhabit their chosen character. They will adopt a 'self-promoting' stance in the writing. Expect a focus on physical, personal and social qualities: responses may attempt to re-shape the personal advertisements as modelled in the various media etc

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) "Hardy is excellent at describing a world and a way of life."
Do you agree? Explain your answer by reference to the novel.

Candidates are required to evaluate Hardy's ability to present these elements in the novel. They will state and develop their opinion on the excellence or otherwise of his style in handling either or both elements as they move towards their own conclusion. Views expressed will be based on appropriate elements of the text to support their arguments etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

OR

- (ii) There are many dramatic scenes in the novel. In your opinion, which scene is the most dramatic? Explain your choice by reference to the novel.

Candidates will emphasise one scene and perhaps compare or contrast it with others to demonstrate the strength of its dramatic nature. Allow a broad interpretation of 'dramatic'. Appropriate commentary and analysis etc. based on the text will be required. A mere summary of the scene will not suffice etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid.

E LIES OF SILENCE - Brian Moore

Answer **all** of the questions

1. (a) What event is taking place in this short extract from the novel? (10)

Candidates are required to inform the reader of the details of the occasion when the house was intruded upon in Chapter 2.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) How does Michael Dillon react to the instructions given to him by the IRA Volunteers? (10)

Candidates may outline the instructions and may explain Dillon's reactions to each of them; or they may adopt a generalised approach in the answer etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) What, in your view, is the most important thing that happens as a result of the way Michael reacts? Give a reason for your answer.

(10)

Candidates are required to evaluate the most crucial consequences of Dillon's reactions and provide appropriate commentary based on elements of the text to justify their view etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) “*Lies of Silence* is a very tense and exciting story.”
Write out your response to this description of the novel. Support your points by reference to the text.

Candidates are required to adjudicate on the above statement. They may make a distinction between ‘tense’ and ‘exciting’ or may deal with the statement as a whole. Allow a broad interpretation of ‘tense and exciting’. Appropriate commentary and analysis etc. based on elements and incidents in the text will be required. A mere summary of the story will not suffice etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (ii) “Moira Dillon is a braver person than her husband, Michael.”
To what extent would you agree with this view? Support your points by reference to the novel.

Candidates are required to adjudicate on the above statement and perhaps, make a case for one or the other of the characters chosen for consideration in the above statement. Allow a broad interpretation of ‘bravery’. Appropriate commentary and analysis etc. based on elements and incidents in the text will be required. A mere summary of their relationship in the story will not suffice etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (iii) Describe how life turns out for Michael, Moira, and Andrea, the central characters in the novel.

Candidates will focus on the end state of the lives. Expect some commentary and / or analysis of the situations as they are presented in the novel etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

F MY OEDIPUS COMPLEX AND OTHER STORIES - Frank O'Connor

Answer **all** of the questions.

1. (a) Write a brief summary of the story that you found most interesting in this collection. You must give the name of the story you choose. (10)

Candidates will inform the reader of the elements of the story that presents itself as being most interesting to choose etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Why did this story interest you? Give reasons for your answer. (10)

Candidates will express and develop a point of view supported by a relevant commentary on points of interest in their chosen story at (a) above etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. What was it about this story that made it similar to, or different from, any other story in the book? Support your answer by reference to both stories. (10)

Candidates continue to focus on the story as chosen in (a), and commented on in (b) and here will integrate commentary with one other story from the book in a comparative manner looking at common and diverse elements as they present themselves – making observations, drawing conclusions etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) “Life as it is lived in the stories of Frank O’Connor is very different from the life we live today.”
What do you think of this view? Support your answer by reference to one or more of the stories in the collection.

Candidates will use commentary to adjudicate on the above statement. Expect exploration of elements such as relationships with parents: experiences of school: experiences of childhood and significant moments: general freedom/discipline etc. The main task is to express and develop a view and to use their knowledge of the text in support etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (ii) Write an account of the character that you liked best in the stories of Frank O’Connor. Support your views by reference to one or more of the stories.

Candidates will choose an appealing character and present some attempt at persuading the reader of the validity of the choice. Personal views on the characteristics, attitudes, actions etc. will form the basis of the writing etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (i) “Often, the stories of Frank O’Connor have their funny moments and their serious moments.”
Which aspect of the stories did you prefer, the fun or the seriousness?
Support your view by reference to one or more of the stories.

Candidates will emphasise selected examples to illustrate preferences. Allow a broad interpretation of ‘funny and ‘serious’’. Commentary and analysis of the preference will be supported by appropriate reference to the chosen text(s) etc

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

G KING LEAR - William Shakespeare

Answer **all** of the questions.

1. (a) Briefly describe how King Lear behaved during the storm. (10)

Candidates will focus on the behaviour – attitudes and actions – of Lear during the storm. A brief description is required. Some commentary and references may also appear etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) In your opinion, was the storm scene a very dramatic scene? Briefly explain your answer. (10)

Candidates will emphasise the dramatic qualities of the scene. Allow a broad interpretation of 'dramatic'. Appropriate commentary and analysis etc. based on the text will be required. A mere summary of the scene will not suffice etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) Gloucester paid dearly for helping King Lear when Lear was sent out by his daughters into the storm. Briefly describe the scene when Gloucester was punished by Cornwall and Regan. (10)

Candidates will provide a clear informative description of the nominated scene.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) “A good play should teach us something about life.”
What did your reading of *King Lear* teach you about relationships and about how people should treat one another?

Candidates are free to examine and comment on a variety of relationships and their particular dynamics. Lessons in the 'learning for life' arena, as in this case, will essentially be very personal: candidates will attempt to explain to the reader the links they see between the play and the lessons learned etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (ii) The motion for a class debate is:
“In the play, *King Lear*, love is stronger than hate.”
Write the speech you would make **for** or **against** this motion.

Candidates are required to adopt a stance here. This stance will be communicated in the form of a persuasive, argumentative speech: some of the rubrics of speaking in public may appear. The audience is an audience of peers: expect that language may be used in quite a relaxed register etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (iii) “Regan and Goneril – The sisters from hell!”
Using your knowledge of their behaviour in the play, *King Lear*, write a report for a tabloid newspaper under the above headline.

Candidates are required to write a report for a particular type of publication: expect that the language may be used in quite a relaxed register exhibiting, perhaps, some elements of exaggeration; a particularly slanted presentation of the sisters’ characteristics; interesting interpretations of events; snappy quotations, apt puns etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

HAMLET - William Shakespeare

Answer **all** of the questions.

1. (a) Write a short account of an important moment or scene from Shakespeare’s *Hamlet*.

Candidates will provide a varying focus on the key word ‘important’. The action of the scene will be related with perhaps some commentary on its crucial nature in the play. A short account required. (10)

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Why, in your view, was that moment or scene an important one? (10)

Candidates will provide a more elaborate commentary on the importance of their choice in (a). Some issues that may be dealt with are: its importance to the overall plot; what it crucially reveals (or conceals) about the characters involved; its dramatic qualities; its implications for future actions etc. A mere summary of the scene will not suffice etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. From the following statements, choose the one which best conveys what the play is about. Give reasons for your choice.

- *It is a play about revenge*
- *It is a play about love*
- *It is a play about madness*

(10)

Candidates will find much in the play to develop a response on any of the above leading statements. The task is to evaluate the play through the lens of one of them: the writing will show that a coherent case can be made for their choice using appropriate textual material for support etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) “We find it hard to feel any sorrow for Gertrude, Hamlet’s mother.”
Write a response to this statement supporting your points by reference to the play.

Candidates are required to adjudicate on this statement. They will state and develop their opinion on the notion of feeling empathy (or not) with Gertrude as she is portrayed in the play as a whole as they move towards a conclusion. Views expressed will be based on appropriate elements of the text to support their arguments etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (i) Imagine you are a young servant living in the castle of Elsinore, the home of Hamlet. Write a letter to your parents telling them about the kinds of things that go on in the castle. Your letter should refer to characters and events from the play.

Candidates will shape their responses as a letter: the audience is the parent. The register – relaxed, chatty, full of gossip etc. – will take account of this very familiar relationship. Elements of the play may be presented in colloquial terms or hinted at for fear of interception etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (iii) “Polonius is a good father to his children, Laertes and Ophelia.”
To what extent would you agree with this statement? Support your view by reference to the play.

Candidates are required to adjudicate on this statement. They will state and develop their opinion on the excellence (or otherwise) of Polonius’ rôle as a father as it is portrayed in the play as a whole as they move towards a conclusion. Views expressed will be based on appropriate elements of the text to support their arguments etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

I ANTIGONE – Sophocles

Answer **all** of the questions.

1. (a) Why did Creon give his order about the burial of the body of Polynices? (10)

Candidates will simply state the reasons by way of reply e.g. – it was to be left unburied by way of a warning; mistakenly thought he had the right to make a god-like decision: because he was a tyrant etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid

- (b) Briefly describe Antigone’s response to the order and what happened to her as a result. (10)

Candidates will outline the relevant information in terms of her response and the relevant consequences etc. Brevity is required.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid

- (c) Haemon, the son of Creon, was in a really bad situation; he was in love with Antigone but greatly respected his father, Creon. Whose side would you have taken, if you were Haemon? Explain your answer. (10)

Candidates are invited to see the situation from Haemon's perspective. They may present and analyse the dilemma before taking a position. Appropriate referencing may be implicit etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Imagine you were a family friend trying to help Antigone and Creon to solve their disagreement about the burial of Polynices. What advice would you give to each?

Candidates' suggestions as to how they can resolve their differences will take various elements of the text into account. The 'shape' of the response is a matter of the candidates' choosing e.g. a letter, a conversation, a formal session etc. Register likewise etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (ii) Imagine you were directing a film based on the play, *Antigone*. What actors would you cast in the role of Creon, King of Thebes; Antigone, his niece; and Haemon, his son? Explain your choices.

Candidates will attempt to match the appropriate actor for the various parts based on their understanding of the characters in the play. The important element of the task is to make a coherent case for the appropriateness of the choices made etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (iii) Write a letter to Sophocles, the writer of the play, *Antigone*, telling him what you thought of it. Refer to the play in your answer.

Candidates will shape their response as a letter. The focus of the letter is to communicate an individual reader's response: it may be laudatory or otherwise: it may be based on selected elements and may talk about its relevance (or otherwise) for an (teenage?) audience of today or as part of a syllabus. Register as appropriate etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

J THE ROAD TO MEMPHIS - Mildred Taylor

Answer **all** of the questions.

1. (a) How would you describe the character of Cassie Logan, in *The Road to Memphis*? Support your view by reference to the novel. (10)

Candidates will provide a character sketch of Cassie as heroine by highlighting some qualities viz. – her intelligence; her romantic nature; her courage; her outspokenness; her ambition etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Describe a moment from the novel when Cassie felt threatened or in danger, and say how she coped with it. (10)

Candidates are free to offer any moment of threat or danger relating to Cassie. Two elements will be present: a narrative of the moment / scene / incident and an analysis of her ability to handle it etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) In your view, which character from the novel is most important to Cassie? Support your view by reference to the text. (10)

Candidates are required to evaluate a relationship of influence that exists between Cassie and another character. Various elements of the text will be elaborated on in support of the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) Cassie describes Jeremy Simms as being “like no other white boy I knew”. How is Jeremy different from other white boys such as Statler Aames? Support your answer by reference to the text.

Candidates will focus on the similarity and / or differences between the boys with an evaluative commentary on the nature of the contras. The case being made will rely on the appropriate use of elements of the text for support.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (ii) What do you think is the most important lesson about life that readers can learn from *The Road to Memphis*? Support your answer by reference to the text.

Candidates are free to examine any implication of the text for 'learning about life'. This learning will essentially be very personal. The task asks the candidates to explain to the reader the links they see between the novel and the lessons learned etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

- (i) Write a note on the part played by Solomon Bradley in the novel. Support your points by reference to the text.

Candidates will focus on the rôle of the nominated character i.e., how he influences the action, his importance as a mentor for Cassie, his political activity etc. Various textual elements will support the case being made. A mere re-telling of the story is not sufficient.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

SECTION II

THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A – RELATIONSHIPS or B – Social Setting**.

In your answer you may not use the text you have answered on in SECTION 1 – The Single Text.

N.B. The questions use the word **text** to refer to all the different kinds of texts available for study on this course, i.e. novel, play, short story, autobiography, travel, and film. The questions use the word **author** to refer to novelists, playwrights, writers in all genre, and film-directors.

General.

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

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

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

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

Some questions invite candidates to refer to one/more key moment/s from the text/s. The purpose of this is to allow the candidates to ground their responses in specific moments without feeling that they must range over the entire text/s.

However, do not expect that all the illustrative reference in an answer will come from the key moment/s. Candidates may offer appropriate illustrative reference from any part of the text/s

Candidates may take some time to show that they are coming to terms with the comparative nature of the answer. However, summaries, unfocused narrative etc. are not valid responses to the questions set.

A RELATIONSHIPS

1. (a) Choose one of the texts that you have studied in your comparative course and describe a relationship that made a strong impression on you. (30)

Candidates will choose any relationship from a comparative text of their choice. In elaborating on the strength of the impression created, they may allude to such as: the qualities of the relationship; its importance in the text; the ongoing, critical nature of it etc; its high and low points; its dynamics in general. The commentary may use key moment(s) and can include evidence of the candidates' personal engagement etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

- (b) Compare a relationship from a different text with the one you have described in (a) above. (40)

Candidates will offer another relationship from another text on their comparative course and attempt to integrate, in some manner, similarities and / or differences in the relationships in their comparative answer. A listing of the issues without commentary is not appropriate.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

OR

2. Imagine you are one of the characters in a relationship in a text you have studied. Now complete the following statements:

- (a) - The best or worst moment in the relationship was when... (30)

Candidates will approach the description of moment in the relationship from the point of view of one of the characters involved. Allow for varying interpretations of 'best' and 'worst'. The question invites the candidates to focus on a key moment. Description will include elements of commentary etc.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

- (b) - The moment I've just described is like (or unlike) one in another text because... (40)

Candidates will offer another 'best or worst' moment from another text on their comparative course and will attempt to integrate, in some manner, similarities and / or differences in the moments in their comparative answer. A listing of the issues without commentary is not appropriate.

Marking: Use Criteria Sheet & relevant **Discrete Criteria** section of the Grade Grid

B SOCIAL SETTING

1. (a) Choose one of the texts you have studied in your comparative course and describe aspects of the world of the text which made life difficult for a central character. (20)

Expect the names of places; general descriptions of the social realities – classes and groups; their ways of behaving; the varying rôles played by men and women: statements informing the reader of the overall qualities defining the ethos of the place and how any of this militates against the growth / individuality / independence etc. of the central character concerned etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Taking another text from your comparative course, describe aspects of its world which made life difficult for a central character. (20)

Expect the names of places from a text other than that dealt with in (a) above; general descriptions of the social realities – classes and groups; their ways of behaving; the varying rôles played by men and women: statements informing the reader of the overall qualities defining the ethos of the place and how any of this militates against the growth / individuality / independence etc. of the central character concerned etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) Compare how these characters dealt with the difficulties arising in their worlds. (30)

Candidates will attempt to integrate in their answer, in some manner, similarities and / or differences in the way their chosen characters in (a) and (b) above dealt with the difficulties presented by the some of the social 'ways' that constrained them in some manner. A listing of the issues without commentary is not appropriate.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

2. (a) Imagine you are living in the world of one of the texts in your comparative study. Choose some of the statements listed below and write an account of the people in that world.

- *The people here are cruel*
- *The people here are helpful*
- *The people here are narrow-minded*
- *The people here are interesting*

(30)

Candidates will adopt the persona / rôle of a preferred character inhabiting the relevant world and use any of the above leading statements to account for the 'ways' and kinds of people who live there. Candidates will attempt commentary rather than give mere information etc.

*Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.*

- (b) Now, imagine you are living in the world of another text in your comparative study. How do the people in this world compare with the people you have described in (a) above? (40)

Candidates will attempt to integrate in their answer, in some manner, similarities and / or differences in the 'way of the peoples' in their chosen text-worlds as elaborated in (a) and (b) above. A listing of the issues without commentary is not appropriate.

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.

Note that the Unseen Poem is essentially a reading test; do not expect lengthy answering.

UNSEEN POEM (20 Marks)

THE YOUNG FIRE EATERS

1. What impression of the lives of the fire-eaters do you get from this poem? (10)

Candidates will focus on the text. They will elaborate on the impression of the lives of the fire-eaters as it appears to them from their reading of the poem. The various elements (formal and / or affective) of the text will be used as supportive material etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Write a note on what you like **or** dislike about the poem. (10)

Candidates will engage with their response(s) to the poem as they attempt to make a case for one or other of the options offered. Use of appropriate reference to the text will be used to substantiate the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

PRESCRIBED POETRY (50 Marks)

You must answer on **ONE** of the following poems: (A - D)

A. SWINEHERD

1. (a) From your reading of stanza 1, what is the swineherd's attitude to his present life? (10)

Candidates will focus on stanza 1 and elaborate a view of the swineherd's attitude. Relevant referencing will support the case being made.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Judging from what he says about himself in the poem, how would you describe the character of the swineherd? (10)

Candidates are to evaluate the character of the swineherd by relying on the statements, the nuances, the images etc. in the poem to create their description etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) Do you like or dislike the way the swineherd describes his wishes in stanza 2? Refer to one of his wishes in your answer. (10)

Candidates will focus on stanza 2. They will engage with their response(s) to the poem as they attempt to make a case for one or other of the options offered. Use of appropriate reference to the text will be used to substantiate case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Write down **three** of the things that the swineherd intends to experience in his retirement and say why you would **or** would not like to experience them.

Candidates have a wide variety of aspirations from which to choose their preferred three. The stance from which the analysis and commentary will be written is personal – they are asked to explain whether or not they would like to have similar experiences. The strength of the case made will be important etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (ii) “I want to see an orchard ...”
Do you find the descriptions in this last stanza appealing? Support your answer.

Candidates are asked to engage with the affective and aesthetic elements of the poem as they appear in stanza 3 and to evaluate how these shape their responses. They are free to argue either way: the strength of the individual case made will be important etc.

OR

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (iii) Imagine you are a friend of the swineherd. Write a short letter to him in which you give him your honest opinion about the wishes he has for the future.

Candidates will shape their writing as a letter. As this is a letter between friends, commentary on the wishes may be expressed with a certain familiarity of language register, a certain directness of tone etc.

B. THE EXPLOSION

1. (a) What impression of the miners do you get from reading the opening four stanzas of the above poem? Support your view by reference to the text. (10)

Candidates will focus on the required stanzas. They will engage with their response(s) to the poem as they attempt to characterise the miners. Use of appropriate reference to the text will be used to substantiate the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Stanza five (“At noon, there came a tremor...”) describes the moment of the explosion. What effect does the poet achieve by describing the event in the manner in which he does? Give a reason in support of your view. (10)

Candidates are asked to offer a commentary on the responses evoked by employing the particular poetic language / images etc. that describe the moment. The commentary will rely on appropriate references to the text to support the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

3. Why, in your opinion, does Larkin end the poem with the image of the “eggs unbroken”? Support your answer by reference to the poem.

(10)

Candidates are asked to consider a sense of an ending, completion etc. as it relates to the previous parts of the text as a whole. Expect a personal response relying on appropriate references to the text to support the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

4. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Compare *The Explosion* with any other poem by Philip Larkin that you have studied as part of your course.

Candidates are free to choose any other poem on the syllabus by Larkin and compare in terms of a range of headings e.g. themes; use of language; imagery; feelings evoked etc. Commentary may indicate preferences. Expect a personal response relying on appropriate references to the texts to support the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (i) What, in your opinion, can we learn about Philip Larkin himself, (the things he values or considers important) from reading this poem? Support your view by brief reference to the poem.

Candidates are free to draw on any element / quality of the poem to make their case. All responses will be rooted in the text; commentary will include appropriate supportive references and deductions / inferences etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (ii) Imagine that the wife of one of the men killed in the explosion were to write an article describing the event for her local newspaper. Write out a paragraph that you think she might include in her article.

Candidates will adopt the persona of a wife in the world of the poem. The report will focus on any aspect of the incident of interest to the candidate. An audience (readership) and a register will be chosen as appropriate etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

C. “Hope” is the thing with feathers

1. (a) In your view, what is the central message of this poem? (10)

Candidates will offer and briefly elaborate on a statement capturing the essence of the poem’s concern. Material will be rooted in the text etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Why, in your opinion, does the poet describe ‘hope’ as a bird-like thing? (10)

Candidates will offer and briefly elaborate on a statement explaining their thinking / response based on their reading of the poem. Material will be rooted in the text etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) Which line or lines from the poem best describe ‘hope’ to you? Explain your answer. (10)

Candidates will offer and briefly elaborate on a statement explaining their choice of line(s) based on their reading of the poem. Material will be rooted in the text etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Some readers say that this poem brings them comfort, others say it make them feel worried or lonely. What is your response to the poem?

Candidates will evaluate the comments above and offer a personal response to the poem supported by a commentary dealing with the affective / æsthetic qualities of the text to support the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (ii) “Yet, never, in Extremity,
It asked a crumb – of Me.”
What do these two lines mean to you?

Candidates will respond to the lines above and offer a personal reading supported by a commentary dealing with the affective / æsthetic qualities of the lines to support the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (iii) Dickinson uses dashes instead of normal punctuation; she uses capital letters in unusual places. How would you explain these unusual aspects of her poetry to a reader who was puzzled by them? You may, if you wish, refer also to the other poem by Dickinson on your course.

Candidates will attempt, from their point of view, to let the puzzled reader into ‘the secret’ of one of the typical elements of Dickinson’s approach to poetry. The form of the explanation is open, e.g. can be a lecture, a dialogue etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

D. AN IRISH AIRMAN FORESEES HIS DEATH

1. (a) What, in your view, is the attitude of the airman to the war in which he is fighting? (10)

Candidates will offer a statement identifying his attitude. The answer will be rooted in the text. Some commentary may be expected etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (b) Write out the line or phrase from the poem that best shows his attitude. Give a reason for your choice. (10)

Candidates will offer a more elaborated commentary based on the lines chosen. The answer will be rooted in the text, elements of which will support the case being made etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

- (c) Write a short paragraph in which you outline your feelings towards the airman. Support your view by quotation from the poem. (10)

Candidates are free to express their feelings on the issue nominated; answers will be based on the supportive evidence from the text to assist the case being offered etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

2. Answer ONE of the following: [Each part carries 20 marks]

- (i) “I balanced all, brought all to mind”
What are the kinds of things the airman is referring to in this line from the poem?

Candidates will find plenty of evidence of the tensions experienced by the airman as he comes to his conclusion. A case will be made on the basis of a selection from this evidence etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (iv) Imagine the airman has to give a short speech to his fellow pilots as they prepare for battle. Write out the text of the speech he might give.

Candidates will present the material in the form of a speech. Some of the rubrics of speaking in public may appear. The audience is composed of comrades: the situation is a heightened one: the register will be appropriate to the context etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

OR

- (iii) Suggest a different title for the above poem. Give reasons for your answer, supporting them by quotation from the poem.

Candidates are free to choose another more appropriate line from the poem, or to compose one of their own. In either case, the connection between the alternative title and the essence of the poem must be made clear in a case supported by relevant referencing etc.

Marking: Use Criteria Sheet & relevant **Combined Criteria** section of the Grade Grid.

**APPENDIX 1
LEAVING CERTIFICATE ENGLISH
CRITERIA FOR ASSESSMENT**

Clarity of purpose	Engagement with the task	e.g. Relevance, focus, originality e.g. Responses clear aim, understanding of genre	Percentage 30
Coherence of delivery	Ability to sustain the response over the entire answer.	Where appropriate, use of argument, sequencing, choice of references, consistency of ideas, management of examples, engagement with texts, use of appropriate modelling	30
Efficiency of language management	Management and control of language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns appropriate to the task e.g. paragraph structure, punctuation appropriate to the task e.g. appropriate use of literary and interesting phrases e.g. appropriate energy, style, fluency of the delivery of the task	30
Accuracy of mechanics	Spelling Grammar	e.g. levels of accuracy in spelling, of the task e.g. appropriate to the delivery of the task grammatical patterns appropriate to the register	10

100	90	80	70	60	50	40	30	2	1	1	
Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%	Purple 30% 30% 30% 30%
1	1	1	1	1	1	1	1	1	1	1	
26-30-30-30	18-18-18-18	15-15-15-15	13-13-13-13	11-11-11-11	9-9-9-9	7-7-7-7	5-5-5-5	3-3-3-3	1-1-1-1	1-1-1-1	
21-25-25-25	15-15-15-15	13-13-13-13	11-11-11-11	9-9-9-9	7-7-7-7	5-5-5-5	3-3-3-3	1-1-1-1	1-1-1-1	1-1-1-1	
11-11-11-11	12-12-12-12	10-10-10-10	9-9-9-9	6-6-6-6	4-4-4-4	3-3-3-3	2-2-2-2	1-1-1-1	1-1-1-1	1-1-1-1	
12-16-16-16	8-8-8-8	7-9-9-9	6-8-8-8	4-5-5-5	2-3-3-3	1-2-2-2	1-2-2-2	1-2-2-2	1-2-2-2	1-2-2-2	
8-8-8-8	5-5-5-5	4-4-4-4	2-2-2-2	2-3-3-3	1-2-2-2	1-2-2-2	1-2-2-2	1-2-2-2	1-2-2-2	1-2-2-2	
2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	2-2-2-2	
0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	0-2-2-0	

For questions with total marks below 30, the four criteria will be applied in one global mark.

APPENDIX 3 REASONABLE ACCOMMODATIONS

Candidates presenting for examination 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 Circular S70/00 will have all parts of their examination in English assessed except spelling and written punctuation elements.

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

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

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

Marks awarded for each question on Paper 1 and Paper 2 will be transferred to the script cover grid of each paper and totalled. As these totals were arrived at on the basis of a 90% application of the available marks, a mark that can be converted into a grade is arrived at by dividing the total for each paper by 9, and adding these marks to the original total in order to achieve a grand total for that paper.

Example:

Total for Paper 1	=	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 three criteria.

In using Combined Criteria the following will apply:

- Questions valued at 40 marks are assessed out of 36 marks
- Questions valued at 30 marks are assessed out of 27 marks
- Questions valued at 20 marks are assessed out of 18 marks
- Questions valued at 15 marks are assessed out of 13 marks
- Questions valued at 10 marks are assessed out of 9 marks.