



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2023**

**Marking Scheme**

**English**

**Ordinary Level**

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

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

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

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

## **Future Marking Schemes**

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

## CRITERIA FOR ASSESSMENT.

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

- |   |   |
|---|---|
| • Clarity of Purpose <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.

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

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

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

### Use of Codes

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

### Use the full range of marks available

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

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

**General – Paper 1**

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

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

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

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

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

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

# PAPER 1

## SECTION I

## COMPREHENDING

(100 marks)

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

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

#### Question A – 50 marks

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

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (ii) In your opinion, which two of the following words do you think accurately describe the above article?

Inspiring

Thought-provoking

Well-written

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

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (iii) (a) What would you consider to be the most valuable lesson that you have learned in your life? Explain why you consider this lesson to be so valuable. (10)

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

- (b) Which one of the two images in TEXT 1 would you choose to accompany this article in the newspaper in order to make a strong impression on a reader? Give reasons for your answer. (10)

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

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

## Question B – 50 marks

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

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

|                         |        |        |        |       |
|-------------------------|--------|--------|--------|-------|
| Discrete Criteria ex 50 | P = 15 | C = 15 | L = 15 | M = 5 |
|-------------------------|--------|--------|--------|-------|

| 50 marks | O1      | O2      | O3      | O4      | O5    | O6     | O7      | O8     |
|----------|---------|---------|---------|---------|-------|--------|---------|--------|
|          | 50 - 45 | 44 - 40 | 39 - 35 | 34 - 30 | 29-25 | 24 -20 | 19 - 15 | 14 - 0 |

## TEXT 2 – LESSONS FOR THE FUTURE

### Question A – 50 marks

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

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (ii) What features of the above speech do you believe make it suitable or not suitable to be delivered to students at a graduation ceremony? Explain your answer. (15)

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (iii) (a) What would you consider to be the most valuable lesson that you have learned in your life? Explain why you consider this lesson to be so valuable. (10)

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

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

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

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

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

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|------------------|------------------|

## Question B – 50 marks

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

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

|                                |               |               |               |              |
|--------------------------------|---------------|---------------|---------------|--------------|
| <b>Discrete Criteria ex 50</b> | <b>P = 15</b> | <b>C = 15</b> | <b>L = 15</b> | <b>M = 5</b> |
|--------------------------------|---------------|---------------|---------------|--------------|

|                 |           |           |           |           |           |           |           |           |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>50 marks</b> | <b>O1</b> | <b>O2</b> | <b>O3</b> | <b>O4</b> | <b>O5</b> | <b>O6</b> | <b>O7</b> | <b>O8</b> |
|                 | 50 - 45   | 44 - 40   | 39 - 35   | 34 - 30   | 29 - 25   | 24 - 20   | 19 - 15   | 14 - 0    |



## TEXT 3 – LIFE LESSONS THROUGH ART

### Question A – 50 marks

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

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (ii) Graffiti can be both visually striking and thought-provoking. In the case of both of the images by Banksy, describe what is visually striking about each image and explain what life lessons you gained from them. (15)

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

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

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (iii) (a) What would you consider to be the most valuable lesson that you have learned in your life? Explain why you consider this lesson to be so valuable. (10)

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

|                         |         |           |
|-------------------------|---------|-----------|
| Combined Criteria ex 10 | P+C = 6 | L + M = 4 |
|-------------------------|---------|-----------|

**(b) Why do you think the artist Banksy has tried to remain anonymous?**  
**Give reasons for your answer. You may refer to the text if you wish. (10)**

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

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

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|------------------|------------------|

### **Question B – 50 marks**

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

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

|                                |               |               |               |              |
|--------------------------------|---------------|---------------|---------------|--------------|
| <b>Discrete Criteria ex 50</b> | <b>P = 15</b> | <b>C = 15</b> | <b>L = 15</b> | <b>M = 5</b> |
|--------------------------------|---------------|---------------|---------------|--------------|

| <b>50 marks</b> | <b>O1</b> | <b>O2</b> | <b>O3</b> | <b>O4</b> | <b>O5</b> | <b>O6</b> | <b>O7</b> | <b>O8</b> |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                 | 50 - 45   | 45 - 40   | 39 - 35   | 34 - 30   | 29-25     | 24 - 20   | 19- 15    | 14 - 0    |

**General**

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

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

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

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

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

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

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

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

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

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

- P:** Focus – a **personal essay** in which candidates reflect on some of the things they are passionate about in life and explain why they are important to them. They must reflect on at least two things.  
Understanding of genre – the writing should be shaped as a personal essay e.g. written from the perspective of the engaged ‘I’/personal register/written in the first person/reflective insights/confessional tone/individual observation/use of personal anecdotes/include pertinent personal details/strongly held personal views and opinions/use of authentic personal voice, etc.  
Relevance  
Originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the personal essay; sequencing and management of ideas, etc
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

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

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

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

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

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

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

- P:** Focus – a **short story** about a person who carries out an act of kindness which has a surprising or unexpected outcome.  
Understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.  
Relevance  
Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

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

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

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

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

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

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

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

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

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

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

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

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

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

- P:** Focus – a **personal essay** in which candidates reflect on some of the important people who have influenced them and explain the impact they have had on the candidates' lives.  
Understanding of genre – the writing should be shaped as a personal essay e.g. written from the perspective of the engaged 'I'/personal register/written in the first person/reflective insights/confessional tone/individual observation/use of personal anecdotes/include pertinent personal details/strongly held personal views and opinions/use of authentic personal voice, etc.  
Relevance  
Originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the personal essay; sequencing and management of ideas, etc
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

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

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

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

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

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

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

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

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



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

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

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

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

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

- P:** Focus – **a talk**, suitable for delivery to first-year students starting in their school. The talk entitled, “You can’t get it right all of the time in life!” aims to put the first-year students at ease as they start life in their new school.  
Understanding of genre – tone and register may be formal or informal but should show an awareness of the intended audience; may include examples/anecdotes/quotations; use inclusive/rhetorical language, etc.  
Relevance.  
Originality and freshness, etc.
- C:** The extent to which the talk is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

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

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

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

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

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

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

- P:** Focus – a **short story** in which two rival characters compete against each other, leading to disastrous consequences for them both.  
Understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.  
Relevance  
Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

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

# 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.

## **MARKING RESPONSES TO MORE THAN ONE SINGLE TEXT**

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

## **N.B. Rubrics 2023 – SECTION I SINGLE TEXT**

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

**Each question carries 30 marks.**

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

1. (a) In general characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to *Werner Pfennig*? Support your answer with reference to the text. (10)

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of Werner Pfennig in the novel to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Bad: he joins the Nazi regime to further his own interests/He fails to oppose the cruelty in the school/he fails to protect/stand up for Frederick/his work in the field greatly assists the Nazi war effort, etc. Good: he doesn't really believe in the Nazi cause – it is the technology that motivates him/he is never directly cruel/he rescues Marie, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

- (b) Identify a moment in the novel when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way/influence the second character's thoughts, outlook, perspective in a good or bad way/change the course of action for the second character, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

- (c) Would you describe *All the Light We Cannot See* as a hopeful novel? Give two reasons for your answer supporting your response with reference to the text. (10)

Giving two reasons, candidates should explain whether or not they considered the novel to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative material:** Not hopeful: Moments of cruelty in the school/moments of violence at war, etc. Hopeful: more humane interactions between characters/the ultimate outcome of the novel/the heroic actions of characters, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

**2. In his novel, *All the Light We Cannot See*, Doerr wants us to think about courage. Identify the three most important occasions when, in your opinion, this is revealed to the reader and explain what you learned about courage on each occasion. (30)**

Candidates should identify three occasions from the novel where they believe the writer wants the reader to think about courage. In each case they should explain what they learned about courage from that occasion. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Moments when Marie-Laure shows a courageous ability to overcome her blindness – courage is not always manifest in the obvious ways/Etienne’s courage in helping the resistance – in order to be courageous you have to overcome personal fears/Marie-Laure’s courage when von Rumpel is searching the house in St Malo – someone who might appear weak and vulnerable can also show great courage/Frederick’s opposition to the cruelty in the college – a high price is sometime the cost of one’s courage.

|                         |       |       |       |       |
|-------------------------|-------|-------|-------|-------|
| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
|-------------------------|-------|-------|-------|-------|

**3. You have just read Doerr’s novel, *All the Light We Cannot See*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- whether or not the characters in the novel were believable
- what was interesting about the setting of the novel
- the reasons why you would or would not recommend the novel to others.

**Support your response with reference to the text. (30)**

Candidates should write a review of the novel *All the light We Cannot See* for a school website. In it they should discuss: whether or not they found the characters believable, what they found interesting about the setting and whether or not they would recommend the novel to others. Allow for a range of views expressed in each of the prescribed areas. Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

|                         |       |       |       |       |
|-------------------------|-------|-------|-------|-------|
| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
|-------------------------|-------|-------|-------|-------|

**3. There are many dramatic and tense incidents in Doerr’s novel, *All the Light We Cannot See*. Identify three incidents which you found to be dramatic or tense or both and explain why you found these incidents dramatic or tense or both. (30)**

Candidates should identify three tense and dramatic incidents from the novel. In their response candidates should explain why the chosen moments were tense or dramatic. Accept ‘tense’ and ‘dramatic’ as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the

explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material: Agree:** When the prisoner of war is murdered at the stake – we don't know how the students are going to behave/the chasing punishment – we don't know whether the victim is going to escape/numerous incidents of violence – levels of violence are unrestrained, unexpected, we don't know how far the perpetrator will go/moments when characters are in hiding – we don't know if they will be captured and what will be the consequences/when Werner is buried in the cellar – we don't know if he will survive/ Werner's visit to the disabled Frederick – tense because of Werner's guilt – the tragedy of Frederick's loss/the way Doerr describes the incident – characterisation, dialogue, descriptive imagery, etc.

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

## **B Philadelphia, Here I Come! – Brian Friel**

1. (a) **In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Gar's father, S.B. O'Donnell? Support your answer with reference to the text. (10)**

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of SB O' Donnell in the play to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Bad: he fails to communicate with his son on the eve of his departure/he appears to have been responsible for his late wife's unhappiness/he is emotionally cold and unsupportive towards Gar/he is unsupportive towards Gar's ambitions in life/he gets the last minute of work out of Gar etc. Good: he does care for his son – he doesn't know how to show it/showing emotions was not the norm at the time/we can see ways he is affected, etc.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|------------------|------------------|

- (b) **Identify a moment in the play when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)**

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way/influence the second character's thoughts, outlook, perspective in a good or bad way/change the course of action for the second character, etc.

|                                |                |                  |
|--------------------------------|----------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P+C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|----------------|------------------|

**(c) Would you describe *Philadelphia, Here I Come!* as a hopeful play? Give two reasons for your answer supporting your response with reference to the text. (10)**

Giving two reasons, candidates should explain whether or not they considered the play to be hopeful. Consideration should be given to the quality of the explanation, the use of suitable reference to the text and all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Not hopeful: relationship between father and son very strained/society around them seems to be part of the problem – no answers from – church, education/social mobility is restricted/end of play issues unresolved/ America as represented by aunt doesn't seem to be all Gar expects. etc. Hopeful: he is moving to a bigger world – greater opportunities/getting away from small town 'Baile Beag'/Gar is full of imagination – will go far, etc.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
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**2. In his play, *Philadelphia, Here I Come!*, Friel wants us to think about poor communication. Identify the three most important occasions when, in your opinion, this is revealed to the audience and explain what you learned about poor communication on each occasion. (30)**

Candidates should identify three moments from the play where they believe the writer wants the reader to think about poor communication. In each case they should explain what they learned about poor communication from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** The invention of the Gar private character – suggests that many characters in this society are unable to communicate openly – suppress thoughts and emotions/the interactions between Gar and SB monosyllabic and meaningless – suggest we fall back on the mundane when real emotions are hard to express/the predictability of the conversation between the Canon and SB – suggests that people become lazy when it comes to communication, etc.

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

**3. You have just watched a production of Friel's play, *Philadelphia, Here I Come!*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- which of the characters in the play you found most fascinating
- what was interesting about the setting of the play
- the reasons why you would or would not recommend the play to others.

**Support your response with reference to the text. (30)**

Candidates should write a review of the play *Philadelphia Here I Come!* for a school website. In it they should discuss: which of the characters they found most fascinating, what they found interesting about the setting and whether or not they would recommend the play to others. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- 4. There are many dramatic and tense scenes in Friel’s play, *Philadelphia, Here I Come!*. Identify three scenes which you found to be dramatic or tense or both and explain why you found these scenes dramatic or tense or both. (30)**

Candidates should identify three tense and dramatic scenes from the play. In their response candidates should explain why the chosen moments were tense or dramatic. Accept ‘tense’ and ‘dramatic’ as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** All scenes featuring Public and Private Gar – dramatic because we learn what his real internal thoughts are – often start humorously but descend into rage and anger/silent scenes between father and son – tensely await the moment when someone says something important/when the boys come to say goodbye – latent aggression and frustration evident is dramatic, etc.

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

## **C A Raisin in the Sun – Lorraine Hansberry**

- 1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Walter Lee Younger? Support your answer with reference to the text. (10)**

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of Walter Lee Younger in the novel to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Good: he is trying to better himself and his family/he is trying to overcome racial restrictions/it is not his fault that he is swindled in the end, etc. Bad: he is ultimately selfish – he has only his own ambitions at heart/when things go wrong he wallows in self-pity and drink/he defies his mother’s instructions about the money, etc.

|                                |                |                  |
|--------------------------------|----------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P+C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|----------------|------------------|



**(b) Identify a moment in the play when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)**

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way/influence the second character's thoughts, outlook, perspective in a good or bad way/ change the course of action for the second character, **etc.**

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|------------------|------------------|

**(c) Would you describe *A Raisin in the Sun* as a hopeful play? Give two reasons for your answer supporting your response with reference to the text. (10)**

Giving two reasons, candidates should explain whether or not they considered the play to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative material:** Hopeful: There is the prospect of the family improving themselves and moving to a nicer area/Mother's resolve never waivers despite hardships/the play explores racial identity and engaging with an authentic identity, etc. Not hopeful: The family's plans are destroyed by racism/Walter lee is too selfish he causes ruination/the family's plans are ruined by dishonesty and theft, **etc.**

|                                |                |                  |
|--------------------------------|----------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P+C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|----------------|------------------|

**2. In her play, *A Raisin in the Sun*, Lorraine Hansberry wants us to think about family relationships. Identify the three most important occasions when, in your opinion, this is revealed to the audience and explain what you learned about family relationships on each occasion. (30)**

Candidates should identify three moments from the play where they believe the writer wants the reader to think about family relationships. In each case they should explain what they learned about family relationships from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Moments when we see the closeness of family relationships – when characters are supportive of each other/moments when a character's behaviour is selfish and a strain is put on family relationships/the end of the play – the family remains strong – enduring despite the fact that their plans are destroyed – the plant/the strain placed on family relationships as a result of living in poverty, **etc.**

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

**3. You have just watched a production of Hansberry's play, *A Raisin in the Sun*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- which of the characters in the play you found most fascinating
- what was interesting about the setting of the play
- the reasons why you would or would not recommend the play to others.

**Support your response with reference to the text.**

**(30)**

Candidates should write a review of the play '*A Raisin in the Sun*' for a school website. In it they should discuss: which of the characters they found most fascinating, what they found interesting about the setting and whether or not they would recommend the play to others. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

**4. There are many dramatic and tense scenes in Hansberry's play, *A Raisin in the Sun*. Identify three scenes which you found to be dramatic or tense or both and explain why you found these scenes dramatic or tense or both.**

**(30)**

Candidates should identify three tense and dramatic scenes from the play. In their response candidates should explain why the chosen moments were tense or dramatic. Accept 'tense' and 'dramatic' as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative Material:** When Beneatha dresses in traditional costume – dramatic entrance raising questions about ethnicity/when the 'offer' is made – tense, revealing the subtle insidious manner racism operates/Walter's drunkenness – dramatic characterisation – subtle suggestion of violence/when they discover they have been swindled/mother's (Mama) admirable, enduring position at the end against adversity, **etc.**

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

## D A Doll's House – Henrik Ibsen

1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Torvald Helmer? Support your answer with reference to the text. (10)

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of Torvald Helmer in the play to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Bad - His treatment of Nora at the start of the play - infantilising her/the extent to which he limits her activities and ambitions in life/his aggressive reaction when the loan is discovered, etc. Good: he is a creation of the society around him – he is not bad/his wish is to progress and prosper for his family's benefit/he doesn't deserve to be deserted at the end of the play, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

- (b) Identify a moment in the play when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way/influence the second character's thoughts, outlook, perspective in a good or bad way/change the course of action for the second character, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

- (c) Would you describe *A Doll's House* as a hopeful play? Give two reasons for your answer supporting your response with reference to the text. (10)

Giving two reasons, candidates should explain whether or not they considered the play to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative material:** Not hopeful - Patriarchal society – no opportunities for women to advance/Nora's behaviour, Helmer's treatment of her depressing/ Nora treats her own children as toys/end of the play Nora abandons her family, etc. Hopeful: Nora's behaviour suggests possibility

of change for women in society/Nora and Mrs Linde's exchanges show women in a more powerful/hopeful light/Nora's decision to leave at the end is liberating, **etc.**

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|------------------|------------------|

**2. In his play, *A Doll's House*, Ibsen wants us to think about relationships between men and women. Identify the three most important occasions when, in your opinion, this is revealed to the audience and explain what you learned about relationships between men and women on each occasion. (30)**

Candidates should identify three moments from the play where they believe the writer wants the reader to think about relationships between men and women. In each case they should explain what they learned about relationships between men and women from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** opening scene – shows us that men and women are not on equal footing – shows how shallow and meaningless relationships are/when Nora reveals the truth about the loan – shows how little power women have in relation to men – how women are controlled and have to be devious, rule breakers to have any power/Mrs Linde, Krogstad relationship suggests a relationship that is more meaningful, Helmer's treatment of Nora at the end – shows how close to abuse relationships can be, **etc.**

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

**3. You have just watched a production of Ibsen's play, *A Doll's House*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- **which of the characters in the play you found most fascinating**
- **what was interesting about the setting of the play**
- **the reasons why you would or would not recommend the play to others.**

**Support your response with reference to the text.**

Candidates should write a review of the play '*A Doll's House*' for a school website. In it they should discuss: which of the characters they found most fascinating, what they found interesting about the setting and whether or not they would recommend the play to others. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- 4. There are many dramatic and tense scenes in Ibsen's play, *A Doll's House*. Identify three scenes which you found to be dramatic or tense or both and explain why you found these scenes dramatic or tense or both. (30)**

Candidates should identify three tense and dramatic scenes from the play. In their response candidates should explain why the chosen moments were tense or dramatic. Accept 'tense' and 'dramatic' as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Opening scene – dramatic introduction to Nora's character – audience sees the artificial world she occupies – achieved through symbolism and dialogue/Scene between Nora and Krogstad – dramatic, he is threatening to reveal truth -use of characterisation and tense dialogue/Helmer's reaction to the truth – dramatic – complete change of mood – new negative insight into his character, **etc.**

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| <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 The Cove – Ron Rash**

- 1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Hank Shelton? Support your answer with reference to the text. (10)**

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of Hank Skelton in the novel to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Bad - initially hostile to the stranger. He keeps things hidden from Laurel such as his engagement, his plans for the future, the catalogue book, etc. Good: Hard working trying to survive in a difficult world where they are isolated/attempts to protect the stranger at the end/loving towards his sister, **etc.**

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| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
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- (b) Identify a moment in the novel when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)**

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way / influence the second character's thoughts, outlook, perspective in a good or bad way / change the course of action for the second character, **etc.**

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| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
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**(c) Would you describe *The Cove* as a hopeful novel? Give two reasons for your answer supporting your response with reference to the text. (10)**

Giving two reasons, candidates should explain whether or not they considered the novel to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative Material:** Hopeful - Willingness to help a stranger even in times of war, hardship/we see the slow emergence of love between Laurel Shelton and Walter Smith/Hank comes around to accepting the stranger/Not hopeful: Cynicism of Chauncey who uses the war in an opportunistic fashion/Chauncey's exploitation of others and personal cowardice/the mob mentality that emerges at the end and resultant brutality, **etc.**

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| <b>Combined Criteria ex 10</b> | <b>P+C = 6</b> | <b>L + M = 4</b> |
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**2. In his novel, *The Cove*, Ron Rash wants us to think about prejudice. Identify the three most important occasions when, in your opinion, this is revealed to the reader and explain what you learned about prejudice on each occasion. (30)**

Candidates should identify three moments from the novel where they believe the writer wants the reader to think about prejudice. In each case they should explain what they learned about prejudice from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Opening of novel sees characters marginalised, physically living on the edge of society – shows how prejudice can easily exclude people/the reason for Laurel's treatment as different – shows how prejudice attaches itself to any small point of difference/her treatment in the town/local people are prejudiced against all Germans – Walter/Chauncey Feith marginalised for not fighting in the war, **etc.**

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| <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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3. You have just read Rash's novel, *The Cove*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:
- whether or not the characters in the novel were believable
  - what was interesting about the setting of the novel
  - the reasons why you would or would not recommend the novel to others.
- Support your response with reference to the text. (30)

Candidates should write a review of the novel '*The Cove*' for a school website. In it they should discuss: whether or not they found the characters believable, what they found interesting about the setting and whether or not they would recommend the novel. Allow for a range of views expressed in each of the prescribed areas. Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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4. There are many dramatic and tense incidents in Rash's novel, *The Cove*. Identify three incidents which you found to be dramatic or tense or both and explain why you found these incidents dramatic or tense or both. (30)

Candidates should identify three tense and dramatic scenes from the novel. In their response candidates should explain why the chosen moments were tense or dramatic. Accept 'tense' and 'dramatic' as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative Material:** Stranger on the run – tense and dramatic – will he survive in the wild, who is he? Mystery -description of place and characterisation add to the tension/When the Sheltons go to town – think Laurel is a witch adds to the tension/Walter slips and falls and is attacked by a swarm of yellow jackets – tension – will he survive? /Walter hides a medallion between some rocks – What is it? What does it signify?/When the inscription "Vaterland" is revealed and how it links Walter to a German troopship – tension, deceit and lies./ When Chauncey shoots and kills Laurel and Hank – violence adds tension, etc.

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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## F Macbeth – William Shakespeare

1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Lady Macbeth? Support your answer with reference to the text. (10)

Candidates should discuss whether, in light of her thoughts and actions, they consider the character of Lady Macbeth in the play to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Good - ambitious for her husband/loving/good motivator – knows a person's strengths and weaknesses/ultimately revealed that she has a conscience a suggestion of underlying goodness, etc. Bad: Manipulates her husband into committing regicide/evokes evil to help her succeed/bullies Macbeth after the killing, etc.

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| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
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- (b) Identify a moment in the play when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way / influence the second character's thoughts, outlook, perspective in a good or bad way / change the course of action for the second character, etc.

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| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
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- (c) Would you describe *Macbeth* as a hopeful play? Give two reasons for your answer supporting your response with reference to the text. (10)

Giving two reasons, candidates should explain whether or not they considered the play to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative material:** Not hopeful - presents a violent world from start/presence of the supernatural controlling human behaviour/Macbeth's brutal and disloyal murder of a king he should have protected/Macbeth's descent into tyranny/ killing of Macduff's family/Lady



Macbeth's mental descent, etc. Hopeful: shows the power of a strong relationship/the actions of good characters/Macduff's fortitude/restoration of order at the end, etc.

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| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
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**2. In his play, *Macbeth*, Shakespeare wants us to think about ambition. Identify the three most important occasions when, in your opinion, this is revealed to the audience and explain what you learned about ambition on each occasion. (30)**

Candidates should identify three moments from the play where they believe the writer wants the reader to think about ambition. In each case they should explain what they learned about ambition from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** First encounter with witches – reveals the power of ambition, Macbeth immediately taken with the idea that he could be king/scenes between Banquo and Macbeth – show the devious side of ambition and the extent to which it can divide friends/Lady Macbeth's opening soliloquy reveals a darker side to ambition/ his desperation to achieve ambition – the letter precedes his arrival/her soliloquy shows how we need others to help us achieve ambition/killing Macduff's family – the cruel lengths we will go to, to achieve ambition/his reaction to Lady Macbeth's madness/ Macbeth's faith in the witches prophecies – how ambition can blind, etc.

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| <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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**3. You have just watched a production of Shakespeare's play, *Macbeth*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- which of the characters in the play you found most fascinating
- what was interesting about the setting of the play
- the reasons why you would or would not recommend the play to others.

**Support your response with reference to the text. (30)**

Candidates should write a review of the play '*Macbeth*' for a school website. In it they should discuss: which of the characters they found most fascinating, what they found interesting about the setting and whether or not they would recommend the play to others. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

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| <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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4. There are many dramatic and tense scenes in Shakespeare's play, *Macbeth*. Identify three scenes which you found to be dramatic or tense or both and explain why you found these scenes dramatic or tense or both. (30)

Candidates should identify three tense and dramatic scenes from the play. In their response candidates should explain why the chosen moments were tense or dramatic. Accept 'tense' and 'dramatic' as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative Material:** opening scene - first encounter with the witches tense dramatic – denotes the presence of evil, characterisation creates supernatural/first encounter Macbeth – dramatic and bloody imagery creates a sense of a superhuman/appearance of the dagger/Banquo's ghost – dramatic devices suggesting Macbeth is being controlled by the supernatural – shows 'new' king in an unbalanced state – dramatic/murder of Macduff's family – dramatic because of its brutality and use of the anonymous assassins/second encounter with witches/concluding scenes -moving forests/ Lady Macbeth's final condition, etc.

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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## G Frankenstein – Mary Shelley

1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Frankenstein's monster? Support your answer with reference to the text. (10)

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of Frankenstein's monster in the novel to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Bad - he kills innocent people arbitrarily and to further his cause/his reliance on violence/his first actions are violent suggesting he is not good/he is vengeful and pursues Frankenstein unstintingly, etc. Good: It is Frankenstein's treatment of the monster that makes him what he is/he pines for companionship as experienced in his watching of the pastoral family/he would have been satisfied if Frankenstein had made him a partner, etc.

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| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
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- (b) Identify a moment in the novel when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)**

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment when the first character could: Influence the second character's behaviour in a good or bad way / influence the second character's thoughts, outlook, perspective in a good or bad way / change the course of action for the second character, **etc.**

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| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
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- (c) Would you describe *Frankenstein* as a hopeful novel? Give two reasons for your answer supporting your response with reference to the text. (10)**

Giving two reasons, candidates should explain whether or not they consider the novel to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative Material:** Hopeful - It shows the power of science – the ability to create/we see the closeness of Frankenstein's family – the fellowship he develops with Walton, etc. Not hopeful: the prevalence of violence/Frankenstein's narcissism/Frankenstein's behaviour allowing the innocent to be punished/Frankenstein's refusal to allow the monster companionship, **etc.**

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| <b>Combined Criteria ex 10</b> | <b>P+C = 6</b> | <b>L + M = 4</b> |
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- 2. In her novel, *Frankenstein*, Shelley wants us to think about cruelty. Identify the three most important occasions when, in your opinion, this is revealed to the reader and explain what you learned about cruelty on each occasion. (30)**

Candidates should identify three moments from the novel where they believe the writer wants the reader to think about cruelty. In each case they should explain what they learned about cruelty from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** the monster's violence and killings – murders William and murders Elizabeth on her wedding night/Frankenstein's cruelty towards the monster – abandons it and later yelling and screaming at it/ the villagers violently chase the monster away after he gently rescues the girl/ De Lacey's family's rejection following his kind and sensitive attitude towards them, **etc.**

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| <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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3. You have just read Shelley's novel, *Frankenstein*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:

- whether or not the characters in the novel were believable
- what was interesting about the setting of the novel
- the reasons why you would or would not recommend the novel to others.

Support your response with reference to the text.

(30)

Candidates should write a review of the novel '*Frankenstein*' for a school website. In it they should discuss: whether or not they found the characters believable, what they found interesting about the setting and whether or not they would recommend the novel to others. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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4. There are many dramatic and tense incidents in Shelley's novel, *Frankenstein*. Identify three incidents which you found to be dramatic or tense or both and explain why you found these incidents dramatic or tense or both.

(30)

Candidates should identify three tense and dramatic scenes from the play. In their response candidates should explain why the chosen moments were tense or dramatic. Accept 'tense' and 'dramatic' as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Opening sighting of Frankenstein and Monster – dramatic due to setting – use of description/creation of the monster – level of unknown/monster's murders/watching the family – tense,dramatic two contrasting worlds – we don't know what will happen next/ when Walton found the monster at the foot of Victor's bed, etc.

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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## H      **The Lauras – Sara Taylor**

1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Alex's mother? Support your answer with reference to the text. (10)

Candidates should discuss whether, in light of her thoughts and actions, they consider the character of Alex's mother in the novel to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Good - Protective of Alex/wants Alex to learn from life experiences – journey itself and meeting the Lauras/resourceful – providing for them both, etc. Bad: Brings Alex on an uncertain journey – unstable for a questionable reason/allows Alex too much freedom resulting in disturbing experiences/clearly had some dark experiences in the past, etc.

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| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
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- (b) Identify a moment in the novel when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way / influence the second character's thoughts, outlook, perspective in a good or bad way / change the course of action for the second character, etc.

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| Combined Criteria ex 10 | P+C = 6 | L + M = 4 |
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- (c) Would you describe *The Lauras* as a hopeful novel? Give two reasons for your answer supporting your response with reference to the text. (10)

Giving two reasons, candidates should explain whether or not they considered the novel to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative Material:** Hopeful - It shows the resourcefulness of the human spirit -survival/it shows a desire to learn from life/it depicts life as an adventure and celebrates change and new experience, etc. Not hopeful: they are living a sporadic life/level of instability not suitable for a young person/predatory characters exist/the presence of violence, etc.

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| Combined Criteria ex 10 | P+C = 6 | L + M = 4 |
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**2. In her novel, *The Lauras*, Taylor wants us to think about family relationships. Identify the three most important occasions when, in your opinion, this is revealed to the reader and explain what you learned about family relationships on each occasion. (30)**

Candidates should identify three moments from the novel where they believe the writer wants the reader to think about family relationships. In each case they should explain what they learned about family relationships from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** When they leave at the start of the novel – not all family relationships are positive and lasting/Alex’s mother’s protective nature – school bully incident/Alex secretly keeps in touch with their father and is drawn towards him again at the end/ Ma has a very strong bond with her brother, Anthony – he made her childhood bearable, **etc.**

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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**3. You have just read Taylor’s novel, *The Lauras*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- whether or not the characters in the novel were believable
- what was interesting about the setting of the novel
- the reasons why you would or would not recommend the novel to others.

**Support your response with reference to the text. (30)**

Candidates should write a review of the novel ‘*The Lauras*’ for a school website. In it they should discuss: whether or not they found the characters believable, what they found interesting about the setting and whether or not they would recommend the novel. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

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| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
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**4. There are many dramatic and tense incidents in Taylor’s novel, *The Lauras*. Identify three incidents which you found to be dramatic or tense or both and explain why you found these incidents dramatic or tense or both. (30)**

Candidates should identify three tense and dramatic scenes from the novel. In their response candidates should explain why the chosen moments were tense or dramatic. Accept ‘tense’ and ‘dramatic’ as synonymous terms. Candidates may discuss both aspects of the content of the text

and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** When mother repays her debt - dramatic and tense because we see it from Alex's perspective – we don't know what is happening – the violence is surprising/the sexual assault dramatic and tense because – Alex is trapped – the assault is shocking – contrast between innocence and cynical exploitation - Anna Maria aids the escape, **etc.**

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| <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 The Picture of Dorian Gray – Oscar Wilde

1. (a) In general, characters in texts are neither all good nor all bad. Do you agree or disagree with this statement in relation to Dorian Gray? Support your answer with reference to the text. (10)

Candidates should discuss whether, in light of his thoughts and actions, they consider the character of Dorian Gray in the novel to be good or bad or a combination of both. Candidates are free to agree, disagree or agree in part with the statement. Consideration should be given to the quality of the explanation provided, the use of suitable reference to the text and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Bad - he is an absolute narcissist – only concerned with self/treatment of actress – callous and cruel/willing to bribe people/murdering the artist/ epitomises the hedonistic world he inhabits. Good: he is a product of the society he exists in – not his fault/values friendship – easily influenced by others, **etc.**

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| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
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- (b) Identify a moment in the novel when one character was either a good or bad influence on a second character. Explain, with reference to the text, why the first character was either a good or bad influence on the second character. (10)

Candidates should identify a moment in the text when one character was either a good or a bad influence on another character. Candidates should explain why in this key moment one character was a good or bad influence on another. 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 with regard to the Criteria for Assessment.

**Indicative material:** In the moment first character could: Influence the second character's behaviour in a good or bad way/influence the second character's thoughts, outlook, perspective in a good or bad way/change the course of action for the second character, **etc.**

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| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
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**(c) Would you describe *The Picture of Dorian Gray* as a hopeful novel? Give two reasons for your answer supporting your response with reference to the text. (10)**

Giving two reasons, candidates should explain whether or not they considered the novel to be hopeful. 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 with regard to the Criteria for Assessment.

**Indicative material:** Hopeful - Celebration of youth and beauty/society with its wealth and opulence may appear attractive to some, etc. Not hopeful: society is shallow and valueless/obsession with outward appearance/lengths Dorian is willing to go to for immortality/Lord Henry epitomises cynicism/the artist undeservedly murdered for Dorian's advantage, etc.

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| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

**2. In his novel, *The Picture of Dorian Gray*, Wilde wants us to think about appearance. Identify the three most important occasions when, in your opinion, this is revealed to the reader and explain what you learned about appearance on each occasion. (30)**

Candidates should identify three moments from the novel where they believe the writer wants the reader to think about appearance. In each case they should explain what they learned about appearance from that moment. Consideration should be given to the relevance of the points raised, the knowledge and understanding of the text evident in the response, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Dorian's obsession with appearance when he makes his pact – remaining young – shows how shallow humans can be and the lengths they will go to preserve a youthful appearance/the artist's obsession with Dorian's portrait shows how we can be captivated by outward beauty/ the moment the actress acts poorly – she realises that her acting to this point has been fake – she now wishes to present a more genuine appearance/the appearance of civilised society – which we learn is shallow, depraved/appearance of Lord Henry as if he is a friend to Dorian when in fact he is manipulating him, etc.

|                         |       |       |       |       |
|-------------------------|-------|-------|-------|-------|
| Discrete Criteria ex 30 | P = 9 | C = 9 | L = 9 | M = 3 |
|-------------------------|-------|-------|-------|-------|

**3. You have just read Wilde's novel, *The Picture of Dorian Gray*. The editor of your school website has asked you to write a review of it for the website. Write the text of the review in which you discuss:**

- whether or not the characters in the novel were believable
- what was interesting about the setting of the novel
- the reasons why you would or would not recommend the novel to others.

**Support your response with reference to the text. (30)**



Candidates should write a review of the novel *'The Picture of Dorian Gray'* for a school website. In it they should discuss: whether or not they found the characters believable, what they found interesting about the setting and whether or not they would recommend the novel. Allow for a range of views expressed in each of the prescribed areas.

Consideration should be given to the quality of the review, readability, the knowledge and understanding of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

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

**4. There are many dramatic and tense incidents in Wilde's novel, *The Picture of Dorian Gray*. Identify three moments which you found to be dramatic or tense or both and explain why you found these incidents dramatic or tense or both. (30)**

Candidates should identify three tense and dramatic scenes from the novel. In their response candidates should explain why the chosen moments were tense or dramatic. Accept 'tense' and 'dramatic' as synonymous terms. Candidates may discuss both aspects of the content of the text and techniques employed by the writer. Consideration should be given to the quality of the explanation provided, the degree to which the response is supported by reference to the text, and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** When Dorian disowns the actress – callous characterisation - dramatic because we aren't expecting it and don't appreciate what it will cause her to do/when Dorian murders Basil – dramatic, unexpected – reveals the level of depravity Dorian is willing to go to/the end of the novel -dramatic as the reader is not expecting the twist – sense that Dorian gets what he deserves, etc.

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

## SECTION II

## THE COMPARATIVE STUDY

(70 MARKS)

### General

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

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

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

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

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

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

### Important Note

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

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

In this section:

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

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

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

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

## A RELATIONSHIPS

1. (a) (i) In a relationship, characters can feel lonely or fulfilled. Name one of the texts on your comparative course and choose a relationship from it. Describe a key moment when a character in this relationship felt either lonely or fulfilled. Explain how this loneliness or fulfilment affected this character's behaviour towards the other character(s) in the relationship. Support your answer with reference to your chosen text. (15)

Candidates should name one comparative text and choose a relationship from it. They should describe a key moment when a character in this relationship felt either lonely or fulfilled. Candidates should explain how feeling this loneliness or fulfilment affected the chosen character's behaviour towards the other character(s) in the relationship. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (ii) Name another text on your comparative course and choose a relationship from it. Describe a key moment when a character in this relationship felt either lonely or fulfilled. Explain how this loneliness or fulfilment affected this character's behaviour towards the other character(s) in the relationship. Support your answer with reference to your chosen text. (15)

Candidates should name another comparative text and choose a relationship from it. Candidates should describe a key moment when a character in this relationship felt either lonely or fulfilled. Candidates should explain how feeling this loneliness or fulfilment affected the chosen character's behaviour towards the other character(s) in the relationship. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (b) Identify one relationship in each of at least two texts on your comparative course. Compare the aspect or aspects evident in each of your chosen relationships which helped these relationships to either flourish or fail. Support your answer with reference to your chosen texts. (40)

Candidates should identify one relationship from at least two texts on their comparative course. They should compare the aspect or aspects in their chosen relationships which helped these relationships to either flourish or fail. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires

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

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

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

**OR**

- 2. (a) (i) Name one of the texts on your comparative course and choose a relationship from it. Describe a key moment which shows one character being kind or unkind to a second character in the relationship. Explain how the kindness or lack of kindness shown, affects the second character's behaviour in the relationship. Support your answer with reference to your chosen text. (15)**

Candidates should name one comparative text and choose a relationship from it. Candidates should describe a key moment that shows a character being kind or unkind to a second character in the relationship and explain how this kindness or lack of kindness affects the second character's behaviour in the relationship. Candidates should support their answers with reference to the text. Consideration should be given to the quality of the explanation and to all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (ii) Name another text on your comparative course and choose a relationship from it. Describe a key moment which shows one character being kind or unkind to a second character in the relationship. Explain how the kindness or lack of kindness shown, affects the second character's behaviour in the relationship. Support your answer with reference to your chosen text. (15)**

Candidates should name another comparative text and choose a relationship from it. Candidates should describe a key moment that shows a character being kind or unkind to a second character in the relationship and explain how this kindness or lack of kindness affects the second character's behaviour in the relationship. Candidates should support their answers with reference to the text. Consideration should be given to the quality of the explanation and to all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (b) Identify one relationship in each of at least two texts on your comparative course. Compare the aspect or aspects evident in each of your chosen relationships which helped these relationships to either flourish or fail. Support your answer with reference to your chosen texts. (40)**

Candidates should identify one relationship from at least two texts on their comparative course. They should compare the aspect or aspects in their chosen relationships which helped these relationships to either flourish or fail. Consideration should be given to the quality of the

comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

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

## **B HERO, HEROINE, VILLAIN**

- 1. (a) (i) Name one of the texts on your comparative course. Choose a hero, heroine or villain from the text who made an important decision. Describe the important decision made and explain why this character either regretted or was satisfied with this decision. Support your answer with reference to your chosen text. (15)**

Candidates should name one comparative text and choose a hero, heroine or villain from it who made an important decision. Candidates should describe the decision made and explain why the character was either satisfied with or regretted their decision. Candidates should support their answers with reference to the text. Consideration should be given to the quality of the explanation provided, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (ii) Name another text on your comparative course. Choose a hero, heroine or villain from the text who made an important decision. Describe the important decision made and explain why this character either regretted or was satisfied this decision. Support your answer with reference to your chosen text. (15)**

Candidates should name another comparative text and choose a hero, heroine or villain from it who made an important decision. Candidates should describe the decision made and explain why the character was either satisfied with or regretted their decision. Candidates should support their answers with reference to the text. Consideration should be given to the quality of the explanation provided, the knowledge of the text evident in the response and the quality of all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (b) Identify a hero, heroine or villain from each of at least two texts on your comparative course. Compare the life lessons you learned from some of the actions of these characters. Support your answer with reference to your chosen texts. (40)**

Candidates should identify a hero, heroine or villain in at least two of the texts on their comparative course. Candidates should compare the life lessons they learned from some of the actions of these characters. Candidates should support their answers with reference to their

chosen texts. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

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

**OR**

- 2. (a) (i) Authors create heroes, heroines and villains that can be complex or straightforward or a combination of both. Name one of the texts on your comparative course. Choose a hero, heroine or villain from that text. Using one or more key moment(s), show whether, in your opinion, your chosen hero, heroine or villain was complex or straightforward or a combination of both. Support your answer with reference to your chosen text. (15)**

Candidates should name one comparative text on their comparative course. Candidates should choose a Hero, Heroine or Villain from their chosen texts and use one or more key moment(s) to show whether their chosen character was complex, straightforward or a combination of both. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and to all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- 2. (ii) Name another of the texts on your comparative course. Choose a hero, heroine or villain from that text. Using one or more key moment(s), show whether, in your opinion, your chosen hero, heroine or villain was complex or straightforward or a combination of both. Support your answer with reference to your chosen text. (15)**

Candidates should name another comparative text on their comparative course. Candidates should choose a hero, heroine, villain from their chosen text and use one or more key moment(s) to show whether their chosen character was complex, straightforward or a combination of both. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation and to all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (b) Identify a hero, heroine or villain from each of at least two texts on your comparative course. Compare the life lessons you learned from some of the actions of these characters. Support your answer with reference to your chosen texts. (40)**

Candidates should identify a hero, heroine or villain in at least two of the texts on their comparative course. Candidates should compare the life lessons they learned from some of the

actions of these characters. Candidates should support their answers with reference to their chosen texts. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

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

## **C      THEME**

- 1. (a) (i) Name one of the texts on your comparative course and identify a theme you have studied in that text. Describe a key moment from the text when, in your opinion, the author wanted to highlight this theme. Explain why the key moment made something important about your chosen theme clearer to you. Support your answer with reference to the text. (15)**

Candidates should name one comparative text and identify a theme from it. They should describe a key moment when they think the author wanted to highlight this theme. Candidates should explain why the key moment made something about their chosen theme clearer to them. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (ii) Name another text on your comparative course that deals with the same theme you discussed in part (a) (i). Describe a key moment from the text when, in your opinion, the author wanted to highlight this theme. Explain why the key moment made something important about your chosen theme clearer to you. Support your answer with reference to the text. (15)**

Candidates should name another comparative text that deals with the same theme as discussed in part (a) (i). They should describe a key moment when they think the author wanted to highlight this theme. Candidates should explain why the key moment made something about their chosen theme clearer to them. Answers should be supported by reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (b) Some texts can explore the same theme in greater depth than others. In relation to at least two of the texts on your comparative course, compare how deeply the same theme was explored in each text. You must discuss the same theme you discussed in part (a). Support your answer with reference to your chosen texts. (40)**

In relation to at least two comparative texts they have studied candidates should compare how deeply the same theme they discussed in part (a) was explored in these texts. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

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

**OR**

- 2. (a) (i) We can learn a lot about a theme from the behaviour of characters in a text. Name one of the texts on your comparative course and identify a theme you have studied. Using at least one character from your chosen text, discuss how you learned a lot about your theme from the behaviour of your chosen character(s). (15)**

Candidates should name one comparative text they have studied and identify a theme from it. They should discuss how they learned a lot about this theme from the behaviour of their chosen character(s). Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (ii) Name another text on your comparative course that deals with the same theme you discussed in part (a) (i). Using at least one character from your chosen text, discuss how you learned a lot about your theme from the behaviour of your chosen character(s). (15)**

Candidates should name another comparative text that deals with the same theme discussed in part (a) (i). They should discuss how they learned a lot about this theme from the behaviour of their chosen character(s). Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (b) Some texts can explore the same theme in greater depth than others. In relation to at least two of the texts on your comparative course, compare how deeply the same theme was explored in each text. You must discuss the same theme you discussed in part (a). Support your answer with reference to your chosen texts. (40)**



In relation to at least two comparative texts they have studied, candidates should compare how deeply the same theme they discussed in part (a) was explored in these texts. Answers should be supported with reference to at least two comparative texts. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

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

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

## SECTION III POETRY (70 MARKS)

### General.

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

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

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

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

### UNSEEN POEM (20 marks)

- 1. In the poem above what does the speaker have to say about those who are in love and those who are not in love? (10)**

Candidates should explain what the speaker tells us about those who are in love and those who are not in love. Answers should be supported by reference to the poem. Candidates are not required to treat both aspects of the question equally. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** In love - Seem to grow in stature/seem to almost shine/they seem to be caught up in the love they are experiencing “don’t remember who they have been”/as if they are in a movie/could also say – annoying full of themselves, etc. Not in love: dull shabby/lacking the shine the others possess/aimless/purposeless/depressed/regretful, **etc.**

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 10</b> | <b>P + C = 6</b> | <b>L + M = 4</b> |
|--------------------------------|------------------|------------------|

2. Do you like the way the poet uses language to describe people in this poem? Explain your answer with reference to two ways the poet uses language in this poem.

Candidates should explain whether or not they liked the way the poet uses language to describe people in the poem by using two examples of how the poet uses language. Candidates are free to say yes, no or a combination of both. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Candidates may adapt any of the material below to say yes or no: – use of vibrant verbs and adverbs – ‘trudge’ ‘strut about’ ‘Tall they grow’/clever use of contrast/contrasting negative verbs, adjectives ‘glossy’ ‘clueless’ ‘shabby lusterless’/uses short phrases effectively giving the reader snapshots of the different kinds of people/contrasting light and dark ‘glossy vs lusterless’/ Images of everyday ‘church bell’ ‘phone to ring’ showing how love exists in everyday life/depressing dark images – images of failure ‘one kiss in a dark alley’ ‘wait for the phone to ring’/assonance/internal rhyme, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 10 | P + C = 6 | L + M = 4 |
|-------------------------|-----------|-----------|

## PREScribed POETRY (50 marks)

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

### A Kitchenette building – Gwendolyn Brookes

1. (a) What do you think is the most important message in this poem? Explain your answer with reference to the poem. (15)

Candidates should outline what they believe to be the most important message in the poem. Allow for a wide range of responses. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** a picture of poverty – the constraints/the ending of dreams/having to exist in pragmatic ways/hope for a better life/to be able to dream/small victories/ there can always be a glimmer of hope, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (b) What impression do you get of the place in which this poem is set? Support your answer with reference to the poem. (15)**

Candidates should explain what impression they get of the place in which the poem is set. Candidates should support their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Poor/rundown/unpleasant smells/claustrophobic/little comfort/not completely hopeless, etc.

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|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

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

- (i) Your local library is trying to encourage people to read poetry. They are running a competition inviting people to write a letter about how their favourite poem makes them feel. You decide to enter the competition. Write your letter in which you outline what the poem, 'Kitchenette building' makes you feel when you read it. Support your answer with reference to the poem.**

Candidates should write their competition entry in which they nominate 'kitchenette building' as their favourite poem and outline how the poem makes them feel. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** sad, depressed – seeing the level of poverty the inhabitants are living in/disgust given the filth, refuse, odours of cooking realise how physically unpleasant the world that surrounds them is/sympathetic – feel sorry for the people and hope to see things improve for them/hopeful – the way the poet still finds a place for hope in the future, etc.

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

- (ii) Do you think Brookes makes effective use of imagery in this poem? Support your answer with reference to the poet's use of imagery in the poem.**

Candidates should explain why, in their opinion, Brookes use of imagery is or is not effective in the poem. Answers should be supported with reference to the poet's use of imagery in the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Yes: his images create an evocative picture of the place and the poverty/clever metaphor of strength of a dream 'could a dream send up through onion fumes/squalid images 'yesterday's garbage ripening' metaphor suggesting the build-up of filth overtime/sensual images help to create the sense of squalor 'ripening' 'onion fumes'/ personification of dreams, hope 'let it in' 'warm it up' 'keep it clean' dream as a living

thing/'lukewarm water' symbolising the slimmest chance of hope. No: images are dark, depressing, unappealing to the senses, etc.

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

**OR**

**(iii) You have been asked to suggest a poem that would be a good poem to make into a short film. The poem you have chosen is 'Kitchenette building'. Explain three reasons why you think 'Kitchenette building' would be a good choice. If you wish, you may refer to some of the following areas: character, mood, sounds, images, setting.**

Candidates should explain three reasons why they think 'kitchenette building' would be a good poem to make into a short film. Allow for a wide range of responses. Candidates may or may not refer to the prompts suggested in the question. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** A poem with a powerful message would make a strong short film/the place – its poverty, powerful images could be used to portray it/equally more abstract visual images could be used to symbolise hope – the Aria, hope in sound – the claustrophobia of the building would be perfect for use of sound effects – voices, shouting, doors slamming/ends on a positive note – sense that things can get better, etc.

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

## **B My father's Kites – Allison Joseph**

- 1. (a) What do you think is the most important message in this poem? Explain your answer with reference to the poem. (15)**

Candidates should outline what they believe to be the most important message in the poem. Allow for a wide range of responses. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** the importance of familial connections; the power of memories; resilience in the face of challenges; the longing for freedom and transcendence, etc.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

- (b) What impression do you get of the place in which this poem is set? Support your answer with reference to the poem. (15)**

Candidates should explain what impression they get of the place in which the poem is set. Candidates should support their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** modest/somewhat disadvantaged - “our neighborhood of dented cars and stolid brick houses” and “cars rusted up on blocks”/ located near an airport or flight path - “planes, bound for that world we could not see”/challenging and harsh environment - “dry patch of stony land”, etc.

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| <b>Combined Criteria ex 15</b> | <b>P + C = 9</b> | <b>L + M = 6</b> |
|--------------------------------|------------------|------------------|

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

- (i) Your local library is trying to encourage people to read poetry. They are running a competition inviting people to write a letter about how their favourite poem makes them feel. You decide to enter the competition. Write your letter in which you outline what the poem, ‘My Father’s Kites’ makes you feel when you read it. Support your answer with reference to the poem**

Candidates should write their entry to the competition in which they nominate ‘My Father’s Kites’ as their favourite poem and outline how the poem makes them feel. Answers should be supported by reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** sad and poignant when the speaker reflects on the limitations and hardships of their environment/ one gets a sense of admiration and wonder for the father’s ingenuity and resourcefulness/ reflective - father and child relationship - kites as a metaphor for aspirations, dreams, and the complexities of life/ hopeful - the kites become symbols of hope, etc.

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

**OR**

- (ii) Do you think Joseph makes effective use of imagery in this poem? Support your answer with reference to the poet’s use of imagery in the poem.**

Candidates should explain why, in their opinion, Joseph’s use of imagery is or is not effective in the poem. Answers should be supported with reference to the poet’s use of imagery in the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Yes - “crude assemblages of paper sacks and twine” - this image conjures the image of makeshift kites, conveying their humble and rudimentary nature/ “dry patch of

stony land before our house” - paints a picture of the father’s garden, emphasising its challenging and barren state/“thorny roses goaded into color” - imagery evokes a sense of transformation and beauty, highlighting the father’s skill in nurturing life out of difficult circumstances/ “cars rusted up on blocks, monstrously immobile” - vivid image portrays the neighborhood’s run-down state, emphasising the stark contrast between the static cars and the soaring kites. No: It is confusing and difficult to understand, **etc.**

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

**OR**

**(iii) You have been asked to suggest a poem that would be a good poem to make into a short film. The poem you have chosen is ‘My Father’s Kites’. Explain three reasons why you think ‘My Father’s Kites’ would be a good choice. If you wish, you may refer to some of the following areas: character, mood, sounds, images, setting.**

Candidates should explain three reasons why they think ‘My Father’s Kites’ would be a good poem to make into a short film. Allow for a wide range of responses. Candidates may or may not refer to the prompts suggested in the question. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** The film could focus on the relationship between the speaker and their father, capturing the emotions, memories, and lessons passed down through generations/the mood could evoke a feeling of simplicity, beauty, and the power of imagination/the sounds in the film could play a crucial role in enhancing the overall experience - the rustling of paper sacks, the whistling of the wind, the creaking of twine, the crunch of twigs, the distant roar of planes, and the tangle of strings as the kites collapse/the images could showcase a contrast between the mundane surroundings of and the ethereal beauty of the kites soaring in the sky/the setting would primarily be the speaker’s neighborhood, but could also incorporate the father’s garden, **etc.**

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

## **C Shall I compare Thee – William Shakespeare**

- (a) What do you think is the most important message in this poem? Explain your answer with reference to the poem. (15)**

Candidates should outline what they believe to be the most important message in the poem. Allow for a wide range of responses. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Mortality and the passage of time/time and the changes inflicted by it/the beauty of the loved one/the stability of love and its power to immortalise someone/man versus

nature/ the power of great poetry/art to preserve his friend's beauty from the onslaught of time, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

**(b) What impression do you get of summer from this poem? Support your answer with reference to the poem. (15)**

Candidates should explain what impression they get of summer from this poem. Candidates should support their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Summer often has bad and extreme weather- "intemperate" with rough winds shaking the little buds of May/summer weather is unpredictable and changeable, sometimes it is too hot and sometimes too cold/summer does not last long and everything decays either by accident or by the natural course of time/the poet's friend is lovelier and more constant than summer, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

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

**(i) Your local library is trying to encourage people to read poetry. They are running a competition inviting people to write a letter about how their favourite poem makes them feel. You decide to enter the competition. Write your letter in which you outline what the poem, 'Shall I Compare Thee' makes you feel when you read it. Support your answer with reference to the poem.**

Candidates should write their entry to the competition in which they nominate 'Shall I Compare Thee' as their favourite poem and outline how the poem makes them feel. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Sad about the fact that summertime disappoints and does not last long/depressing on the topic of mortality, change, the transience of time, the effects of time, death and decay/celebratory about the power of great poetry to endure the ravages of time/ wonder at the poet's confidence in his ability to preserve and immortalise his loved one in verse/ enjoyment - imagery- the personification of death, the use of repetition, rhythm and rhyme of the poem and the use of the sonnet structure, etc.

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

**OR**

**(ii) Do you think Shakespeare makes effective use of imagery in this poem? Support your answer with reference to the poet's use of imagery in the poem.**

Candidates should explain why, in their opinion, Shakespeare's use of imagery is or is not effective in the poem. Answers should be supported with reference to the poet's use of imagery in the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** **Yes:** Memorable contrast between the delicate blossoms of May and the cruel winds/interesting image of summer having a short lease/image of sun as "the eye of heaven" having a complexion too bright or too dull/"Eternal summer" is a powerful image of the loved one/image of "Death the Reaper" is evoked as death is personified in an image of someone stalking around, casting shade and bragging as it captures souls, etc. **No:** Images may not be appreciated, could be considered too flowery, too embellished, too euphemistic, not realistic enough/ images could be seen to lack somewhat in originality, etc.

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

**OR**

**(iii) You have been asked to suggest a poem that would be a good poem to make into a short film. The poem you have chosen is 'Shall I Compare Thee'. Explain three reasons why you think 'Shall I Compare Thee' would be a good choice. If you wish, you may refer to some of the following areas: character, mood, sounds, images, setting.**

Candidates should explain three reasons why they think 'Shall I Compare Thee' would be a good poem to make into a short film. Allow for a wide range of responses. Candidates may or may not refer to the prompts suggested in the question. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Images of the poet writing, pictures of Shakespeare perhaps, beautiful images of a friend or loved one/mood created by light and sound, romantic music, tone of a voice over reciting the poem; nature sounds such as winds blowing, trees rustling, birds singing, waves moving onto shore/images of wind shaking trees, various images of bright and faint sunlight, cloudy skies, images of death as a reaper or coffins, graveyards, tombstones/setting in nature, fields, summer trees on a wild, windy day, skylscapes with blazing sun or scudding clouds, etc.

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



## D The Prodigal – Elizabeth Bishop

1. (a) What do you think is the most important message in this poem? Explain your answer with reference to the poem. (15)

Candidates should outline what they believe to be the most important message in the poem. Allow for a wide range of responses. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** The significance of embracing one's own identity and finding a sense of belonging/exploration of themes of loss, regret, and redemption/the complexity of family relationships and the possibility of reconciliation/the transformative power of personal reflection and self-discovery, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (b) What impression do you get of the place in which this poem is set? Support your answer with reference to the poem. (15)

Candidates should explain what impression they get of the place in which the poem is set. Candidates should support their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Unpleasant/ filthy/ strong smelling/ dangerous/slippery/ isolated/scary/ hot/ warm/ secure/ comfortable/ paradoxically beautiful/ claustrophobic, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

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

- (i) Your local library is trying to encourage people to read poetry. They are running a competition inviting people to write a letter about how their favourite poem makes them feel. You decide to enter the competition. Write your letter in which you outline what the poem, 'The Prodigal' makes you feel when you read it. Support your answer with reference to the poem

Candidates should write their entry for the competition in which they nominate 'The Prodigal' as their favourite poem and outline how the poem makes them feel. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** feelings of redemption/reflection/hope/empathy/helplessness/sadness/contemplation/isolation/unworthiness, etc.

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

OR

**(ii) Do you think Bishop makes effective use of imagery in this poem? Support your answer with reference to the poet's use of imagery in the poem.**

Candidates should explain why, in their opinion, Bishop's use of imagery is or is not effective in the poem. Answers should be supported with reference to the poet's use of imagery in the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material: Yes:** Sensuous imagery of the foul-smelling, filthy pigsty – graphic/ image of the “glass-smooth dung” is depressingly realistic/ image of the “sow who ate her young” – revulsion/ the image of the sunrise – a brighter world beyond the pigsty/ startling metaphors “clouds of hay”, “pitchforks, faint forked lightnings”, etc. **No:** Images may not be appreciated, could be considered too embellished/too graphic/too realistic, etc.

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

OR

**(iii) You have been asked to suggest a poem that would be a good poem to make into a short film. The poem you have chosen is 'The Prodigal'. Explain three reasons why you think 'The Prodigal' would be a good choice. If you wish, you may refer to some of the following areas: character, mood, sounds, images, setting.**

Candidates should explain three reasons why they think 'The Prodigal' would be a good poem to make into a short film. Allow for a wide range of responses. Candidates may or may not refer to the prompts suggested in the question. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Images of the prodigal in the squalor of the barn contrasted with the beauty of the rising sun or the homeliness of the barn at night/mood created by light and sound, ominous or depressing music/tone of pigs snoring or grunting, animal noises, bats rustling/ setting in the squalor of the barn but also the beauty of nature, etc.

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

## E Antarctica – Derek Mahon

1. (a) What do you think is the most important message in this poem? Explain your answer with reference to the poem. (15)

Candidates should outline what they believe to be the most important message in the poem. Allow for a wide range of responses. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Power of friendship/what people are willing to sacrifice, stoic and courageous sacrifice/what people do in order to survive/the dangers of exploration/the thrill of extreme adventures/not to be afraid of death, bravery and heroism/ immortality of bravery/determination and endurance, **etc.**

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (b) What impression do you get of the place in which this poem is set? Support your answer with reference to the poem. (15)

Candidates should explain what impression they get of the place in which the poem is set. Candidates should support their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** tough, dangerous place, 'howling snow', snow and ice, 'earthly pantomime', harsh conditions, extreme, inhospitable terrain, bleak, isolated, remote **etc.**

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

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

- (i) Your local library is trying to encourage people to read poetry. They are running a competition inviting people to write a letter about how their favourite poem makes them feel. You decide to enter the competition. Write your letter in which you outline what the poem, 'Antarctica' makes you feel when you read it. Support your answer with reference to the poem

Candidates should write their entry for the competition in which they nominate 'Antarctica' as their favourite poem and outline how the poem makes them feel. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** awe/ inspired/makes them reflect on the courage/selflessness and nobility of Captain Oates/not to be afraid of death/may feel inadequate if they compare themselves to these explorers, etc.

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

**OR**

**(ii) Do you think Mahon makes effective use of imagery in this poem? Support your answer with reference to the poet's use of imagery in the poem.**

Candidates should explain why, in their opinion, Mahon's use of imagery is or is not effective in the poem. Answers should be supported with reference to the poet's use of imagery in the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material: Yes:** Understatement of 'I am just going outside and may be sometime', 'the others nod, pretending not to know'/'goading his ghost into the howling snow'/tent covered in ice/ life as an 'earthly pantomime' etc. **No:** candidates may have difficulty imagining this scenario, language could be challenging e.g. 'solitary enzyme/though the night yield no glimmer there will glow'/'the sublime', etc.

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

**OR**

**(iii) You have been asked to suggest a poem that would be a good poem to make into a short film. The poem you have chosen is 'Antarctica'. Explain three reasons why you think 'Antarctica' would be a good choice. If you wish, you may refer to some of the following areas: character, mood, sounds, images, setting.**

Candidates should explain three reasons why they think 'Antarctica' would be a good poem to make into a short film. Allow for a wide range of responses. Candidates may or may not refer to the prompts suggested in the question. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Character of Captain Oates is strong, courageous, selfless, other characters in the background in the tent/mood of brave acceptance/sounds of the 'howling wind' and the frost and the snow/inhospitable terrain of the polar region, etc.

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

## F Shancoduff – Patrick Kavanagh

1. (a) What do you think is the most important message in this poem? Explain your answer with reference to the poem. (15)

Candidates should outline what they believe to be the most important message in the poem. Allow for a wide range of responses. Answers should be supported by reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** The beauty of the natural world around us/the nature of poetic inspiration/the lonely plight of the writer- artist/the importance and permanence of place/how the ordinary can be transformed into the extraordinary/as a writer he is misunderstood by those around him, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

- (b) What impression do you get of the place in which this poem is set? Support your answer with reference to the poem. (15)

Candidates should explain what impression they get of the place in which the poem is set. Candidates should support their answer with reference to the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** It is a grim and harsh environment/there is a wild beauty to the area/the place is important to the speaker/he can see the extraordinary in the ordinary/it is difficult to make a living here/the use of the place names lends the poem and the area a familiarity, etc.

|                         |           |           |
|-------------------------|-----------|-----------|
| Combined Criteria ex 15 | P + C = 9 | L + M = 6 |
|-------------------------|-----------|-----------|

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

- (i) Your local library is trying to encourage people to read poetry. They are running a competition inviting people to write a letter about how their favourite poem makes them feel. You decide to enter the competition. Write your letter in which you outline what the poem, 'Shancoduff' makes you feel when you read it. Support your answer with reference to the poem.

Candidates should write their entry for the competition in which they nominate 'Shancoduff' as their favourite poem and outline how the poem makes them feel. Answers should be supported with reference to the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Sadness/an appreciation of nature's beauty/a sense of loneliness/an appreciation for the life of a poet/feelings of being marginalised/hopelessness/an appreciation of the difficulties of life, **etc.**

OR

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

**(ii) Do you think Kavanagh makes effective use of imagery in this poem? Support your answer with reference to the poet's use of imagery in the poem.**

Candidates should explain why, in their opinion, Kavanagh's use of imagery is or is not effective in the poem. Answers should be supported with reference to the poet's use of imagery in the poem. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Yes - The personification of the hills/the metaphor of the March frosts/ the hyperbole with the Alps and the Matterhorn/the nature imagery and relevant metaphors/the aural imagery and sibilance suggesting wind and rain in the third stanza, etc. No - the images are plain and unpoetic, **etc.**

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

OR

**(iii) You have been asked to suggest a poem that would be a good poem to make into a short film. The poem you have chosen is 'Shancoduff'. Explain three reasons why you think 'Shancoduff' would be a good choice. If you wish, you may refer to some of the following areas: character, mood, sounds, images, setting.**

Candidates should explain three reasons why they think 'Shancoduff' would be a good poem to make into a short film. Allow for a wide range of responses. Candidates may or may not refer to the prompts suggested in the question. Consideration should be given to the quality of the explanation and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Characters of the poet, drovers, animals/a mood of awe and wonder of place gives way to despair and uncertainty/images of people, cattle, mountains, bleak landscape/setting of a rural landscape/reference to the Alps/the use of place names make it more personal, **etc.**

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

**LEAVING CERTIFICATE ENGLISH  
CRITERIA FOR ASSESSMENT.**

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

## Appendix 2

### ASSESSMENT CRITERIA – GRADE GRID

**Clarity of Purpose: 30%**

**Efficiency of Language Use: 30%**

**Coherence of Delivery: 30%**

**Accuracy of Mechanics: 10%**

#### Discrete Criteria:

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

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

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

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



## Combined Criteria

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

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

|                    | <b>O1</b> | <b>O2</b> | <b>O3</b> | <b>O4</b> | <b>O5</b> | <b>O6</b> | <b>O7</b> | <b>O8</b> |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>10 marks</b>    | 10 - 9    | 8         | 7         | 6         | 5         | 4         | 3         | 2 - 0     |
| <b>P &amp; C 6</b> | 6         | 5         | 4         | 4         | 3         | 2         | 2         | 1 - 0     |
| <b>L &amp; M 4</b> | 4         | 3         | 3         | 2         | 2         | 1         | 1         | 1 - 0     |

## REASONABLE ACCOMMODATIONS

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

A modified marking scheme will apply as follows:

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

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

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

**Example:**



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

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

**Note:**

In using the Combined Criteria the following will apply:

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

| Online Marking Annotations  |                           |   |
|---|---------------------------|---|
| Symbol  | Description               | Denoting  |
| ✓   | Tick                      | Correct, Relevant, Valid, Of Merit  |
|  | Horizontal Wavy Line      | Error Underlined  |
|  | Vertical Wavy Line        | Page Seen/Inefficient use of language   |
| <b>MMS</b>  | Letters MMS in a box      | Modified Marking Scheme Applied   |
| <b>INVL</b>   | Letters INVL in a box     | Text used in an invalid fashion<br>See “Important Note” Page 45   |
| <b>[Number]</b>   | Number in square brackets | The highest mark awarded in response to a question is entered in the marking panel.<br>The total mark allocated to additional attempts at the same question is indicated on the script through the use of a number between square brackets. |

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