



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

**Leaving Certificate 2020**

**Marking Scheme**

**English**

**Ordinary Level**

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

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

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

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

### **Future Marking Schemes**

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

## **CRITERIA FOR ASSESSMENT**

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

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

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

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

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

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

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

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

## **MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE**

### **CANDIDATE ANSWERS QUESTION A AND B FROM THE SAME TEXT**

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

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

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

## CANDIDATE ANSWERS ALL THE QUESTIONS A AND QUESTIONS B

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

The list of texts prescribed for assessment in 2020 is set out in the appropriate DES Circular 0024/2018.

### **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**

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

## PAPER 1

## **SECTION I**

# COMPREHENDING

**(100 marks)**

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

## TEXT I – TRAVELLING IN IRELAND

### **Question A – 50 marks**

(i) Based on your reading of TEXT 1, what impression do you form of the writer, John G. O'Dwyer? Make three points in your response, supporting your answer with reference to the text. (15)

Candidates should make three points in which they outline the impression they form of the writer, John G. O'Dwyer. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material**: has a wide range of interests – he refers to history, geography, geology, literature, etc.; is observant; has a sense of humour; enjoys his food; likes walking, etc.

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

(ii) Which two of the following terms would you choose to describe John G. O'Dwyer's writing about his trip to the Flagg Shore? Descriptive Informative Entertaining

**Explain your choice, supporting your response with reference to the text (15)**

Candidates should identify which **two** of the listed terms they would choose to describe John G. O'Dwyer's writing about his trip to the Flatty Shore and explain their choice. Responses should be supported with reference to the text. Consideration should be given to the quality of the explanation provided and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** **Descriptive:** the Flagg Shore, its geology and history, are described in some detail; the weather, the food consumed, the journey undertaken by the writer and his experiences on the trip are all described; the language is often vivid, etc.

**Informative:** details are provided of what to see, where to go to eat, local and geological history; paragraph 5 provides useful information for anyone interested in visiting the area, etc.

**Entertaining:** the tone is convivial, the Seamus Heaney quotations add atmosphere, the variety of material covered contribute to making the article entertaining, etc.

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

**(iii) (a) Based on what you have learned from TEXT 1 above, would you like to visit the Flatty Shore? Explain your answer with reference to TEXT 1. (10)**

Candidates should explain whether or not they would like visit the Flatty Shore, based on what they have learned from TEXT 1. Answers should be explained with reference to the written and/or visual element of the text. Consideration should be given to the quality of the explanation provided and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** YES – because of its unspoilt natural beauty, its fascinating geology, interesting associations with great figures in Irish literature, the variety of places to dine, etc.  
**NO** – unattracted to wild places, preferring urban environments, boring, no shops, etc.

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

**(b) Recommend one place in Ireland, other than the Flatty Shore, that you think tourists should visit when they come to Ireland. Give reasons explaining why you think tourists should visit this location. (10)**

Candidates should recommend one place in Ireland, other than the Flatty Shore, that they think tourists should visit when they come to Ireland. Responses should include at least two reasons explaining why they would recommend this location to tourists. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

### Question B – 50 marks

**You have had a good experience while travelling on public transport in Ireland because a member of staff was particularly helpful. Write a letter to the Customer Care Department of the transport company involved in which you: give a detailed description of when and how the staff member helped you on your journey, explain how much you appreciated this thoughtfulness, and outline how you would like to express your appreciation to the person who helped you.**

Candidates should write a letter to the Customer Care Department of the public transport company on whose vehicle they had a good experience while travelling, due to the helpfulness of a member of staff. Candidates' letters should give a detailed description of when and how the staff member helped them on their journey, explain how much they appreciated this thoughtfulness, and outline how they would like to express their appreciation to the person who helped them. Consideration should be given to the quality of 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>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

## TEXT 2 – TRAVELLING IN TURKEY

### Question A – 50 marks

(i) Based on your reading of TEXT 2, what impression do you form of the writer, Alice, and her travelling companions? Make three points in your response, supporting your answer with reference to the text. (15)

Candidates should make three points in which they outline the impression they form of the writer, Alice, and her friends. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** Alice is extremely observant; she is well educated; all the young people are adventurous – taking off on their travels; they are trusting/reckless/youthful/fun-loving/they enjoy life's simple pleasures/they are disorganised – they ran out of petrol; their behaviour towards the Turkish boy suggest they can be selfish & immature; they can be persuasive – they convince the truck driver to give them petrol; Alice can be reflective – she learned from reflecting on her experience in Turkey, etc.

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

(ii) Which two of the following terms would you choose to describe Alice Waters' writing about her travels? Descriptive Informative Entertaining

Explain your choice, supporting your response with reference to the text. (15)

Candidates should identify which **two** of the listed terms they would choose to describe Alice Waters' writing about her travels and explain their choice. Responses should be supported with reference to the text. Consideration should be given to of the quality of the explanation provided and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** **Descriptive:** the writer's travels and her adventures along the way are all detailed; readers gain insights into the places she visited and the people that she met; the incident with the young boy in Cappadocia is described in considerable detail; the language is often vivid, etc.

**Informative:** we learn about the writer's youthful travels; we get a glimpse of what life was like in the places mentioned, the freedom with which young people travelled and the welcome they encountered, we discover what the writer learned by reflecting on her encounter with the young boy who gave them his lunch, etc.

**Entertaining:** the tone is convivial, the element of reminiscence and the writer's reflection on events are both entertaining; the exotic nature of the places mentioned in the essay add to the entertainment, the narrative is compelling, etc.

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

**(iii) (a) Based on what you have learned from TEXT 2 above, would you like to visit the places identified in the text? Explain your answer with reference to TEXT 2. (10)**

Candidates should explain whether or not they would like to visit the places identified in TEXT 2, based on what they have learned from the text. Answers should be explained with reference to the written and/or visual element of the text. Consideration should be given to the quality of explanation provided and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** YES – the places sound exotic, the friendliness and hospitality of the people, the landscape looks fascinating in the image, the writer has such vivid memories of these places so many years after her trip, etc. No – dislike of foreign travel, remoteness of some of the places mentioned, preference for beaches, cities, etc.

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

**(b) Recommend one place in Ireland, (other than the Flagg Shore, featured in TEXT 1), that you think tourists should visit when they come to Ireland. Give reasons explaining why you think tourists should visit this location. (10)**

Candidates should recommend one place in Ireland, other than the Flagg Shore, that they think tourists should visit when they come to Ireland. Responses should include at least two reasons explaining why they would recommend this location to tourists. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

### Question B – 50 marks

**Imagine you won a competition run by your local radio station. The prize was a ticket for an inter-railing holiday, traveling by train through several European countries of your choice. After you return home you are invited to give a talk about your travels on the radio. Write the text of the talk you would give to the listeners in which you: describe how you felt on the night before you left on your journey, tell listeners about some of your adventures, and explain how you have benefitted from the experience.**

Candidates should write the text of a talk to be delivered on the radio in which they: describe how they felt on the night before they left on their European inter-railing journey, tell listeners about some of their adventures, and explain how they have benefitted from the experience. Consideration should be given to the quality of 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>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

### TEXT 3 – TRAVELLING IN THE ARCTIC

#### Question A – 50 marks

(i) Based on your reading of Text 3, what impression do you form of the writer, A.A. Gill? Make three points in your response, supporting your answer with reference to the text. (15)

Candidates should make three points in which they outline the impression they form of the writer, A.A. Gill. Answers should be supported with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** brave, fearless, perhaps a little reckless, well organised; he likes to prepare fully; enthusiastic; amusing, etc.

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

(ii) Which two of the following terms would you choose to describe A.A. Gill's writing about his trip to the Arctic? Descriptive Informative Entertaining

Explain your choice, supporting your response with reference to the text. (15)

Candidates should identify which two of the listed terms they would choose to describe A.A. Gill's writing about his travels and explain their choice. Responses should be supported with reference to the text. Consideration should be given to the quality of the explanation provided and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** **Descriptive:** the writer's preparation ahead of his travels, the clothes he is required to wear and his adventures are all described in considerable detail; the language the writer uses is often vivid; he employs comparisons, similes, etc. to convey a sense of the landscape; the cold; the dangers, etc.

**Informative:** we learn about the many dangers of travelling in the Arctic, including polar bears, extreme cold, etc.; David Attenborough's views on polar bears; all the equipment necessary for undertaking such a journey, etc.

**Entertaining:** the tone is humorous, the use of dialogue adds entertainment value; the narrative is compelling; the level of detail included contributes to making the passage entertaining, etc.

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

(iii) (a) Based on what you have learned from TEXT 3 above, would you like to visit Svalbard? Explain your answer with reference to TEXT 3. (10)

Candidates should explain whether or not they would like to visit Svalbard, based on what they have learned from TEXT 3. Answers should be explained with reference to the written and/or visual element of the text. Consideration should be given to the quality of the explanation provided and the quality of all aspects of the response with regard to the Criteria for Assessment.

**Indicative material:** YES – it sounds exciting; one of the last true wildernesses; an unspoilt environment; a very different experience, etc. **No** – too cold, remote and dangerous; too much preparation required; preference for beaches, cities etc.

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

**(b) Recommend one place in Ireland, (other than the Flaggy Shore, featured in TEXT 1), that you think tourists should visit when they come to Ireland. Give reasons explaining why you think tourists should visit this location. (10)**

Candidates should recommend one place in Ireland, other than the Flaggy Shore, that they think tourists should visit when they come to Ireland. Responses should include at least two reasons explaining why they would recommend this location to tourists. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

#### **Question B – 50 marks**

**You own a holiday company called Arctic Adventures which offers trips to Svalbard, a location featured in TEXT 3 above. Write *the text for a promotional leaflet* in which you describe the types of holidays offered by your company, explain the various activities available, and outline the extensive safety measures in place. The leaflet should include various contact details to facilitate bookings.**

Expect candidates to write the text for a promotional leaflet in which they describe the types of holidays offered by the Arctic Adventures holiday company, explain the various activities available, and outline the extensive safety measures in place. The leaflet should include various contact details to facilitate bookings. Consideration should be given to the quality of 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>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

## SECTION II

## COMPOSING

(100 marks)

### General

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

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

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

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

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

**1. TEXTS 1, 2 and 3 all deal with the theme of travel.**

**Write a short story in which a character finds a time machine and uses it to travel back to witness, or participate in, an interesting moment in Ireland's past. Your story may be serious or humorous or both.**

Candidates should write a short story in which a character finds a time machine and uses it to travel back to witness, or participate in, an interesting moment in Ireland's past. The story may be serious or humorous or both.

The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

**P:** Focus – a **short story** in which a character finds a time machine and uses it to travel back to witness, or participate in, an interesting moment in Ireland's past.  
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; 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%	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. All of the places the writers travel to in TEXTS 1, 2 and 3 are located on planet Earth.**

**Write a personal essay in which you discuss whether or not you find the idea of travelling to distant stars and planets appealing and explain why you would or would not be prepared to undertake such a journey.**

Candidates should write in a reflective manner about whether or not they find the idea of travelling to distant stars and planets appealing and explain why they would or would not be prepared to undertake such a journey.

The personal essay should be written from the perspective of the engaged 'I' – the register personal, etc. Expect that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

**P:** Focus – a personal essay in which candidates discuss whether or not they find the idea of travelling to distant stars and planets appealing and explain why they would or would not be prepared to undertake such a journey.

Understanding of genre – consider the effective use of some elements of personal writing e.g. written in the first person/reflective insights/confessional tone/individual observation/ use of personal anecdotes/includes pertinent personal details/strongly held personal views and opinions/ use of authentic personal voice; relevance; originality and freshness, etc.

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

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

**M:** Accuracy of mechanics **Etc.**

	<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%	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

3. In TEXT 3, we learn about A.A. Gill's trip to Svalbard to look for Polar bears.

**Imagine you are with A.A. Gill on the trip to the Arctic described in TEXT 3. Inspired by TEXT 3, write three diary entries in which you describe your adventures and reflect on your experiences while on the trip.**

Candidates should imagine they are with A.A. Gill on the trip to the Arctic described in TEXT 3 and write a series of three diary entries in which they recount their adventures and reflect on their experiences while on the trip.

The writing should be shaped as a series of three diary entries. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

**P:** Focus – **diary entries**, written in the persona of A.A. Gill's companion on the trip to the Arctic described in the text.

Understanding of genre – the writing should be shaped as a series of three or more diary entries. The tone and register may be formal or informal. A diary is a personal/private text, not usually intended for public readership, this may influence the writing in a variety of ways – a diarist may be descriptive, reflective, slightly irreverent, critical, observant, confessional, indiscrete, etc.; relevance; originality and freshness, etc.

**C:** The extent to which the diary form is successfully sustained and developed; effective shaping of the diary entries; sequencing and management of ideas, etc.

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

**M:** Accuracy of mechanics **Etc.**

	<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%	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
30%	30 - 27	24	21	18	15	12	9	8 - 0
10%	10 - 9	8	7	6	5	4	3	2 - 0

**4. In TEXT 2, Alice and her friends are treated with friendliness, generosity and hospitality.**

**Write a personal essay about your own experiences of friendliness, generosity and hospitality.**

Candidates should write in a reflective manner about their own experiences of friendliness, generosity and hospitality.

The personal essay should be written from the perspective of the engaged 'I' – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches.

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

**P:** Focus – **a personal essay** in which candidates discuss their own experiences of friendliness, generosity and hospitality.

Understanding of genre – consider the effective use of some elements of personal writing e.g. written in the first person/reflective insights/confessional tone/ individual observation, use of personal anecdotes/ includes pertinent personal details/strongly held personal views and opinions/ use of authentic personal voice; relevance; originality and freshness, etc.

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

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

**M:** Accuracy of mechanics **Etc.**

	<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%	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. In TEXT 1, we read how Lady Gregory was visited by her famous friends, Shaw and Yeats, at her home in County Clare.

**Write a short story in which the close friendship between two life-long friends comes under pressure when one of the friends becomes rich and famous.**

Candidates should write a short story in which the close friendship between two life-long friends comes under pressure when one of the friends becomes rich and famous.

The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

**P:** Focus – a **short story** in which the close friendship between two life-long friends comes under pressure when one of the friends becomes rich and famous.  
 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; 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%	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 TEXTS 1, 2, and 3, we encounter various writers on their travels.

**Write an article, to be published in a travel magazine, in which you celebrate the joys of travelling, consider what we can gain from experiencing other cultures, and urge people to be considerate both of others and of the planet while on their travels.**

Candidates should write an article, suitable for publication in a travel magazine, in which they celebrate the joys of travelling, consider what we can gain from experiencing other cultures, and urge people to be considerate both of others and of the planet while on their travels.

The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register may be formal or informal but should be suitable for the intended general audience. The two elements required in the response should be present, although not necessarily receiving equal attention. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

**P:** Focus – **an article** suitable for publication in a travel magazine, in which candidates celebrate the joys of travelling, consider what we can gain from experiencing other cultures, and urge people to be considerate both of others and of the planet while on their travels. Candidates should include all aspects of the task, although not necessarily equally. Understanding of genre – the writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register may be formal or informal but should be suitable for the intended audience of travel enthusiasts; relevance; originality and freshness, etc.

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

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

**M:** Accuracy of mechanics **Etc.**

	<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%	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 2, we read about Alice Waters' experiences of meeting other young people while on her travels.

**Imagine you are part of a school exchange trip to Turkey. You have been asked to give a talk to the students in the Turkish school in which you explain what normal everyday life is like for people of your age in Ireland. Write the text of the talk you would deliver.**

Candidates should write the text of a talk they would deliver, as an exchange student, to students in a Turkish school in which they explain what normal everyday life is like for people of their age in Ireland. Expect the writing to be shaped as a talk. The tone and register may be formal or informal but should be suitable for the intended audience of young people. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

**Mark ex 100 by reference to the criteria for assessment.**

**P:** Focus – **a talk** suitable for delivery to students in a Turkish school in which candidates explain what normal everyday life is like for people of their age in Ireland  
 Understanding of genre – expect the writing to be shaped as a talk and demonstrate the effective use of some elements of formal or informal public speaking e.g. rhetorical language, anecdotes, use of references and illustrations, emotive language, awareness of target audience; 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, vocabulary, syntax, punctuation, etc.

**M:** Accuracy of mechanics **Etc.**

	<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%	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.

## A THE HANDMAID’S TALE – Margaret Atwood

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Margaret Atwood’s novel, *The Handmaid’s Tale*, in which conflict or tension is evident. (10)**

Candidates should Identify and describe a relationship between two characters in Margaret Atwood’s novel, *The Handmaid’s Tale*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Offred & the Gileadean regime/the Commander/Serena Joy; Moira & the Gileadean regime/the Aunts, especially Aunt Elizabeth; Ofglen & the Gileadean regime, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

(i) Explain three valuable lessons you learned about human nature from your study of Margaret Atwood's novel, *The Handmaid's Tale*. Support your answer with reference to the text.

Candidates should explain three valuable lessons they learned about human nature from their study of Margaret Atwood's novel, *The Handmaid's Tale*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

OR

(ii) Identify three moments from the novel, *The Handmaid's Tale*, each of which captures a different aspect of Offred's character. Outline the insights you gained into Offred's character from each of the moments you have identified and explain how these insights affected your opinion of Offred. Support your answer with reference to the text.

Candidates should identify three moments from the novel, *The Handmaid's Tale*, each of which captures a different aspect of Offred's character. They should outline the insights they gained into Offred's character from each of the moments they identify and explain how these insights affected their opinion of Offred. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Offred's character: determined; sympathetic; resourceful; kind, pragmatic; brave; insightful; reckless; mindful; intelligent, etc.

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

**OR**

(iii) A new film based on Margaret Atwood's novel, *The Handmaid's Tale*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the novel, identify three moments from the story that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the story that they think should be included as clips for a trailer promoting a new film based on Margaret Atwood's novel, *The Handmaid's Tale*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/ amusing/ thrilling, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## B PERSUASION – Jane Austen

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Jane Austen's novel, *Persuasion*, in which conflict or tension is evident. (10)**

Candidates should Identify and describe a relationship between two characters in Jane Austen's novel, *Persuasion*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Anne Elliot & Capt. Wentworth (initially); Mr William Elliot and Capt. Wentworth; Mr William Elliot and Mrs Smith, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Jane Austen's novel, *Persuasion*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Jane Austen's novel, *Persuasion*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

**OR**

(ii) Identify three moments from the novel, *Persuasion*, each of which captures a different aspect of Anne Elliot's character. Outline the insights you gained into Anne Elliot's character from each of the moments you have identified and explain how these insights affected your opinion of Anne. Support your answer with reference to the text.

Candidates should identify three moments from the novel, *Persuasion*, each of which captures a different aspect of Anne Elliot's character. They should outline the insights they gained into Anne Elliot's character from each of the moments they identify and explain how these insights affected their opinion of Anne. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Anne Elliot's character: sensible, kind, gentle, capable, mature, level-headed, compassionate, romantic, steadfast, loyal, helpful, cheerful, etc.

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

**OR**

(iii) A new film based on Jane Austen's novel, *Persuasion*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the novel, identify three moments from the story that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the story that they think should be included as clips for a trailer promoting a new film based on Jane Austen's novel, *Persuasion*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/amusing/ thrilling, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## C DAYS WITHOUT END – Sebastian Barry

Answer **all** of the questions.

**1. (a) Identify and describe a conflict or tension evident in Sebastian Barry's novel, *Days Without End*. (10)**

Candidates should Identify and describe a conflict or tension evident in Sebastian Barry's novel, *Days Without End*. The conflict or tension may occur between two or more characters or more widely in society. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Native American Indians & the US military/new settlers; Caught His Horse First & Major Neale, Thomas McNulty, John Cole, Winona and the highway men, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this novel, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the novel. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the novel was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension they identified in the novel was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Sebastian Barry's novel, *Days Without End*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Sebastian Barry's novel, *Days Without End*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

OR

(ii) Identify three moments from the novel, *Days Without End*, each of which captures a different aspect of Thomas McNulty's character. Outline the insights you gained into Thomas McNulty's character from each of the moments you have identified and explain how these insights affected your opinion of Thomas McNulty. Support your answer with reference to the text.

Candidates should identify three moments from the novel, *Days Without End*, each of which captures a different aspect of Thomas McNulty's character. They should outline the insights they gained into Thomas McNulty's character from each of the moments they identify and explain how these insights affected their opinion of Thomas McNulty. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Thomas McNulty's character: kind, gentle, determined, brave, courageous, independent, good humoured, talented, resourceful, adventurous, uninhibited, free-spirited, etc.

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

OR

(iii) A new film based on Sebastian Barry's novel, *Days Without End*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the novel, identify three moments from the story that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the story that they think should be included as clips for a trailer promoting a new film based on Sebastian Barry's novel, *Days Without End*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/amusing/ thrilling, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## D BY THE BOG OF CATS – Marina Carr

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Marina Carr's play, *By the Bog of Cats*, in which conflict or tension is evident. (10)**

Candidates should Identify and describe a relationship between two characters in Marina Carr's play, *By the Bog of Cats*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Hester & Carthage; Hester & Mrs Kilbride; Hester & Caroline Cassidy; Hester & Xavier Cassidy, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Marina Carr's play, *By the Bog of Cats*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Marina Carr's play, *By the Bog of Cats*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, disturbed/damaged by their experiences, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

**OR**

(ii) Identify three moments from the play, *By the Bog of Cats*, each of which captures a different aspect of Hester Swane's character. Outline the insights you gained into Hester Swane's character from each of the moments you have identified and explain how these insights affected your opinion of Hester. Support your answer with reference to the text.

Candidates should identify three moments from the play, *By the Bog of Cats*, each of which captures a different aspect of Hester Swane's character. They should outline the insights they gained into Hester Swane's character from each of the moments they identify and explain how these insights affected their opinion of Hester. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Hester Swane's character: self-destructive; deviant; defiant; reckless; fearless; cruel; wicked; vindictive; broken-hearted; tragic; loving; obsessive, a devoted mother; an adoring daughter, etc.

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

**OR**

(iii) A new film based on Marina Carr's play, *By the Bog of Cats*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the play, identify three moments from the drama that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the drama that they think should be included as clips for a trailer promoting a new film based on Marina Carr's play, *By the Bog of Cats*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/amusing/ thrilling/shocking, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## E ROOM – Emma Donoghue

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Emma Donoghue's novel, *Room*, in which conflict or tension is evident. (10)**

Candidates should Identify and describe a relationship between two characters in Emma Donoghue's novel, *Room*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Ma & Nick; Ma & the rest of the world on her release; Ma & her own mother and other family members on her release, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Emma Donoghue's novel, *Room*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Emma Donoghue's novel, *Room*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless/resilient, etc.; humans can possess apparently contradictory traits simultaneously' humans possess the capacity to change for better or worse, etc.

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

**OR**

(ii) Identify three moments from the novel, *Room*, each of which captures a different aspect of Ma's character. Outline the insights you gained into Ma's character from each of the moments you have identified and explain how these insights affected your opinion of Ma. Support your answer with reference to the text.

Candidates should identify three moments from the novel, *Room*, each of which captures a different aspect of Ma's character. They should outline the insights they gained into Ma's character from each of the moments they identify and explain how these insights affected their opinion of Ma. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Ma's character: resourceful, protective, motherly, strong, capable, imaginative, vulnerable, resilient, kind, gentle, determined, brave, courageous, independent, tough, intelligent, frustrated, damaged, etc.

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

**OR**

(iii) A new film based on Emma Donoghue's novel, *Room*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the novel, identify three moments from the story that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the story that they think should be included as clips for a trailer promoting a new film based on Emma Donoghue's novel, *Room*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/amusing/ thrilling, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## F 1984 – George Orwell

Answer **all** of the questions.

### 1. (a) Identify and describe a conflict or tension evident in George Orwell's novel, 1984. (10)

Candidates should Identify and describe a conflict or tension evident in George Orwell's novel, *1984*. The conflict or tension may occur between two or more characters or more widely in society. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Winston Smith & the Party/Big Brother; Winston Smith & the Thought Police; Winston Smith & his wife, Katherine; Winston Smith & Mr Charrington; Winston Smith & O'Brien, etc.

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

### (b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this novel, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the novel. (10)

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

### 2. Explain whether, in your opinion, the conflict or tension in the novel was or was not successfully resolved. Support your answer with reference to the text. (10)

Candidates should explain whether, in their opinion, the conflict or tension they identified in the novel was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

#### (i) Explain three valuable lessons you learned about human nature from your study of George Orwell's novel, 1984. Support your answer with reference to the text.

Candidates should explain three valuable lessons they learned about human nature from their study of George Orwell's novel, *1984*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

OR

(ii) Identify three moments from the novel, *1984*, each of which captures a different aspect of Winston Smith's character. Outline the insights you gained into Winston Smith's character from each of the moments you have identified and explain how these insights affected your opinion of Winston. Support your answer with reference to the text.

Candidates should identify three moments from the novel, *1984*, each of which captures a different aspect of Winston Smith's character. They should outline the insights they gained into Winston Smith's character from each of the moments they identify and explain how these insights affected their opinion of Winston. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Winston Smith's character: intelligent, curious, thoughtful, rebellious, paranoid, a risk taker, secretive, a romantic, strong, brave, fatalistic, etc.

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

OR

(iii) A new film based on George Orwell's novel, *1984*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the novel, identify three moments from the story that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the story that they think should be included as clips for a trailer promoting a new film based on Orwell's novel, *1984*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/ amusing/ thrilling, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## G HAMLET – William Shakespeare

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Shakespeare's play, *Hamlet*, in which conflict or tension is evident. (10)**

Candidates should Identify and describe a relationship between two characters in Shakespeare's play, *Hamlet*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Hamlet & Claudius; Hamlet & Gertrude; Hamlet & Polonius; Hamlet & Ophelia; Hamlet & Laertes, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Shakespeare's play, *Hamlet*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Shakespeare's play, *Hamlet*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, disturbed/damaged by their experiences, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

**OR**

(ii) Identify three moments from the play, *Hamlet*, each of which captures a different aspect of Ophelia's character. Outline the insights you gained into Ophelia's character from each of the moments you have identified and explain how these insights affected your opinion of Ophelia. Support your answer with reference to the text.

Candidates should identify three moments from the play, *Hamlet*, each of which captures a different aspect of Ophelia's character. They should outline the insights they gained into Ophelia's character from each of the moments they identify and explain how these insights affected their opinion of Ophelia. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Ophelia's character: loyal, obedient, dutiful, deceitful, fragile, innocent, naive, etc.

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

**OR**

(iii) A new film based on Shakespeare's play, *Hamlet*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the play, identify three moments from the drama that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the drama that they think should be included as clips for a trailer promoting a new film based on Shakespeare's play, *Hamlet*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/amusing/ thrilling/shocking, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## H THE TEMPEST – William Shakespeare

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Shakespeare's play, *The Tempest*, in which conflict or tension is evident. (10)**

Candidates should Identify and describe a relationship between two characters in Shakespeare's play, *The Tempest*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Prospero & Caliban; Prospero & Antonio/Alonso; Antonio/Sebastian & Alonso/Gonzalo, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Shakespeare's play, *The Tempest*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Shakespeare's play, *The Tempest*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/angry/optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, disturbed/bitter by their experiences, etc. humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

**OR**

(ii) Identify three moments from the play, *The Tempest*, each of which captures a different aspect of Prospero's character. Outline the insights you gained into Prospero's character from each of the moments you have identified and explain how these insights affected your opinion of Prospero. Support your answer with reference to the text.

Candidates should identify three moments from the play, *The Tempest*, each of which captures a different aspect of Prospero's character. They should outline the insights they gained into Prospero's character from each of the moments they identify and explain how these insights affected their opinion of Prospero. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Prospero's character: INITIALLY – self-important; vengeful; powerful; cruel; unpleasant; manipulative; dislikeable, a loving father, etc. LATER – likeable, sympathetic, etc.

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

**OR**

(iii) A new film based on Shakespeare's play, *The Tempest*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the play, identify three moments from the drama that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the drama that they think should be included as clips for a trailer promoting a new film based on Shakespeare's play, *The Tempest*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/amusing/ thrilling/shocking, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, etc.

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

## I THE PLAYBOY OF THE WESTERN WORLD – J.M. Synge

Answer **all** of the questions.

**1. (a) Identify and describe a relationship between two characters in Synge's play, *The Playboy of the Western World*, in which conflict or tension is evident. (10)**

Candidates should identify and describe a relationship between two characters in Synge's play, *The Playboy of the Western World*, in which conflict or tension is evident. Consideration should be given to the level of detail provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Conflict and/or tension is evident between: Christy & his father, Old Mahon; Pegeen Mike & Shawn Keogh; Christy & Shawn Keogh, etc.

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

**(b) Identify an episode or incident from the text which demonstrates the conflict or tension that arises in this relationship, and explain why you think this episode or incident is a good choice to demonstrate this aspect of the relationship. (10)**

Consideration should be given to the aptness of the episode or incident chosen and the quality of the explanation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

**2. Explain whether, in your opinion, the conflict or tension in the relationship you identified above was or was not successfully resolved. Support your answer with reference to the text. (10)**

Candidates should explain whether, in their opinion, the conflict or tension in the relationship they identified was or was not successfully resolved. Candidates may consider that the conflict or tension was successfully resolved, was not successfully resolved or was partially resolved. Consideration should be given to the quality of the explanation and the use of relevant reference. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

**(i) Explain three valuable lessons you learned about human nature from your study of Synge's play, *The Playboy of the Western World*. Support your answer with reference to the text.**

Candidates should explain three valuable lessons they learned about human nature from their study of Synge's play, *The Playboy of the Western World*, supporting their answer with reference to the text. Allow for a broad interpretation of "human nature". Consideration should be given to the knowledge of the text evident in the answer. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Human nature is complex and diverse, humans can be kind/cruel/generous/courageous/brave/manipulative/fickle/greedy/impulsive/emotional/sad/happy/unhappy/stoic/honest/dishonest/angry/ optimistic/pessimistic/fatalistic/wise/foolish/unpredictable/loyal/faithless, disturbed/made bitter by their experiences, etc.; humans can possess apparently contradictory traits simultaneously; humans possess the capacity to change for better or worse, etc.

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

OR

(ii) Identify three moments from the play, *The Playboy of the Western World*, each of which captures a different aspect of Pegeen Mike's character. Outline the insights you gained into Pegeen's character from each of the moments you have identified and explain how these insights affected your opinion of Pegeen. Support your answer with reference to the text.

Candidates should identify three moments from the play, *The Playboy of the Western World*, each of which captures a different aspect of Pegeen's character. They should outline the insights they gained into Pegeen's character from each of the moments they identify and explain how these insights affected their opinion of Pegeen. Consideration should be given to the knowledge of the text evident in the response, the level of insight revealed and the quality of the explanation provided. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** Aspects of Pegeen's character: strong, spirited, forthright, feisty, dominant, strong-willed, contemptuous, sharp-tongued, jealous, vengeful, tragic, etc.

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

OR

(iii) A new film based on Synge's play, *The Playboy of the Western World*, is about to be released and you have been asked to produce a trailer to promote it. Using your knowledge of the play, identify three moments from the drama that you think should be included as clips in the trailer. Explain why you decided to include this particular material. Your response should demonstrate your knowledge of the text.

Candidates should identify three moments from the drama that they think should be included as clips for a trailer promoting a new film based on Synge's play, *The Playboy of the Western World*. They should explain why they decided to include this particular material. Candidates may choose particular moments for a wide variety of reasons. Allow for a wide range of material to be chosen and for diverse reasons to be provided for those choices. Answers should demonstrate candidates' knowledge of the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** particular moments may be chosen because they are exciting/ dramatic/ amusing/ thrilling/shocking, feature (or focus on) a key character or characters, capture a key moment in the story, point to a compelling plot twist, are especially atmospheric/colourful/ scenic, establish or involve an important relationship in the story, have cliff-hanger properties, set the scene, 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 the light of the modes for comparison
- Making general observations about texts in relation to one another
- Making connections between similar aspects of texts
- Recognising differences between texts
- Showing that similarities / differences need to be qualified
- Demonstrating awareness of themselves as readers, their reactions /responses /involvement

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

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

### Important Note

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

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

In this section:

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

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

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

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

## A HERO, HEROINE, VILLAIN

1. (a) (i) Give the title of *one* of your three comparative texts and identify a hero, heroine or villain in it. Use one or more key moments to help you explain how this character reacted when faced with a difficult situation. (15)

Candidates should give the title of one comparative text they have studied, and identify a hero, heroine or villain in it. They should use one or more key moments to explain how this character reacted when faced with a difficult situation. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

(ii) Give the title of *another* comparative text you have studied and identify a hero, heroine or villain in it. Use one or more key moments to help you explain how this character reacted when faced with a difficult situation. (15)

Candidates should name another comparative text they have studied, and identify a hero, heroine or villain in it. They should use one or more key moments to explain how this character reacted when faced with a difficult situation. All aspects of the response should be considered 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 an ambition, hope or dream that was important to one hero, heroine or villain from each of at least two texts on your comparative course. Compare the extent to which these characters achieved, or failed to achieve, their ambition, hope or dream. Support your answer with reference to your chosen texts. (40)

Candidates should identify an ambition, hope or dream that was important to one hero, heroine or villain from each of at least two texts on their comparative course and compare the extent to which these characters achieved, or failed to achieve, their ambition, hope or dream. Answers should be supported by reference to at least two comparative texts. All aspects of the response should be considered with regard to the Criteria for Assessment.

The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

OR

2. (a) (i) Give the title of one of your three comparative texts and identify a hero, heroine or villain in it. Explain why this character is or is not trusted by other characters in your chosen text. Support your response with reference to the text. (15)

Candidates should give the title of one comparative text they have studied, and identify a hero, heroine or villain in it. They should explain why this character is or is not trusted by other characters in their chosen text. Answers should be supported with reference to the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

(ii) Give the title of another of your comparative texts and identify a hero, heroine or villain in it. Explain why this character is or is not trusted by other characters in your chosen text. Support your response with reference to the text. (15)

Candidates should give the title of another comparative text they have studied, and identify a hero, heroine or villain in it. They should explain why this character is or is not trusted by other characters in their chosen text. Answers should be supported with reference to the text. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

(b) Identify an ambition, hope or dream that was important to one hero, heroine or villain from each of at least two texts on your comparative course. Compare the extent to which these characters achieved, or failed to achieve, their ambition, hope or dream. Support your answer with reference to your chosen texts. (40)

Candidates should identify an ambition, hope or dream that was important to one hero, heroine or villain from each of at least two texts on their comparative course and compare the extent to which these characters achieved, or failed to achieve, their ambition, hope or dream. Answers should be supported by reference to at least two comparative texts. All aspects of the response should be considered with regard to the Criteria for Assessment.

The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

<i>Discrete Criteria ex 40</i>	$P = 12$	$C = 12$	$L = 12$	$M = 4$
--------------------------------	----------	----------	----------	---------

## B SOCIAL SETTING

1. (a) (i) Name one of the three texts you have studied on your comparative course and identify one aspect of the social setting evident in this text. Describe at least one key moment that helped you to understand this aspect of the social setting and explain why your chosen moment or moments helped you in this way. (15)

Candidates should name one of the three texts they have studied on their comparative course and identify one aspect of the social setting evident in this text. They should describe at least one key moment that helped them to understand this aspect of the social setting and explain why their chosen moment or moments helped them in this way. All aspects of the response should be considered 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 identify one aspect of the social setting evident in this text. Describe at least one key moment that helped you to understand this aspect of the social setting and explain why your chosen moment or moments helped you in this way. (15)

Candidates should name another text they have studied on their comparative course and identify one aspect of the social setting evident in this text. They should describe at least one key moment that helped them to understand this aspect of the social setting and explain why their chosen moment or moments helped them in this way. All aspects of the response should be considered 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 central character in each of at least two texts on your comparative course. Compare the extent to which the social settings in these texts contributed to the happiness or unhappiness of the characters you have identified. Support your answer with reference to your chosen texts. (40)

Candidates should identify a central character in each of at least two texts on their comparative course and compare the extent to which the social settings in these texts contributed to the happiness or unhappiness of the characters they have identified. Answers should be supported with reference to at least two comparative texts.

The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

OR

2. (a) (i) You have been asked to choose two objects for use in a presentation to your class about the social setting in one text on your comparative course. Identify the text, and explain what you intend your classmates to learn about the social setting in this text from the objects you have chosen. (15)

Candidates should choose two objects for use in a presentation to their class about the social setting in one text on their comparative course. They should identify the text, and explain what they intend their classmates to learn about the social setting in this text from the objects they have chosen. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

(ii) You have been asked to choose two objects for use in a presentation to your class about the social setting in another text on your comparative course. Identify the text, and explain what you intend your classmates to learn about the social setting in this text from the objects you have chosen. (15)

Candidates should choose two objects for use in a presentation to their class about the social setting in another text on their comparative course. They should identify the text, and explain what they intend their classmates to learn about the social setting in this text from the objects they have chosen. All aspects of the response should be considered 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 central character in each of at least two texts on your comparative course. Compare the extent to which the social settings in these texts contributed to the happiness or unhappiness of the characters you have identified. Support your answer with reference to your chosen texts. (40)

Candidates should identify a central character in each of at least two texts on their comparative course and compare the extent to which the social settings in these texts contributed to the happiness or unhappiness of the characters they have identified. Answers should be supported with reference to at least two comparative texts.

The emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout the response. All aspects of the response should be considered with regard to the Criteria for Assessment.

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

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

## SECTION III

## POETRY

**(70 MARKS)**

### General.

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

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

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

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

### UNSEEN POEM (20 marks)

1. **Describe, in your own words, the scene witnessed by the speaker in the above poem and his or her reaction to this scene. Explain why you think the speaker reacted in this way. Support your response with reference to the poem.** (10)

Candidates should describe in their own words, the scene witnessed by the speaker in the poem and his or her reaction to the scene, explaining why they think the speaker reacted in this way. Responses should be supported by reference to the poem. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** The speaker’s reaction to witnessing the murmuration may be due to shock or surprise at the sudden appearance of so many birds; he/she may have been in awe at the beauty and wonder of nature, etc.

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

2. **Do you find the language used by the poet in the above poem appealing? Explain your response with reference to the poem.** (10)

Candidates should explain whether they do or do not find the language used by the poet in the poem appealing. Answers should be supported with reference to the poem. All aspects of the response should be considered with regard to the Criteria for Assessment.

**Indicative material:** interesting choice of words, appealing imagery, highly descriptive/evocative, onomatopoeic, vivid, etc.

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

## PRESCRIBED POETRY (50 marks)

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

### A THE CADILLAC IN THE ATTIC

**1. (a) Based on your reading of the above poem, make three observations about the person who built the Cadillac in the attic. Support your observations with reference to the poem. (15)**

Candidates should make three observations about the person who built the Cadillac in the attic. Observations should be supported 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:** He was a tenant and he is gone; there is uncertainty regarding his whereabouts; he may be dead; he had a quirky sense of humour; he was secretive; he was resourceful; he must have had technical and mechanical skills to do what he did, etc.

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

**(b) In your opinion, is this an amusing poem? Explain your answer with reference to the poem. (15)**

Candidates should explain whether, in their opinion, the poem is or is not amusing. 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:** Yes: due to the quirky nature of the story; the character of the tenant; the reaction of the landlord; the hilarious premise, etc. No: the story is silly and implausible; it is more ridiculous than amusing, 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) You have been asked to write an article about the above poem for the poetry section of your local newspaper. In your article you should explain what the poem is about and share your personal response to it with your readers. Your article should include reference to the poem.**

Candidates should write an article about the poem, "The Cadillac in the Attic", for the poetry section of their local newspaper. The article should explain what the poem is about and share their personal response to it with their readers. The article should contain 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.

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

OR

(ii) Based on the poem, “The Cadillac in the Attic”, write a dialogue between the landlord and a reporter from a local radio station in which they discuss the discovery of the car in the attic. Your dialogue should demonstrate your knowledge of the poem.

Based on the poem, “The Cadillac in the Attic”, candidates should write a dialogue between the landlord and a reporter from a local radio station in which they discuss the discovery of the car in the attic. The dialogue should demonstrate candidates’ knowledge of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

OR

(iii) Explain the reasons why you do or do not enjoy Andrew Hudgins’ use of language in the above poem. Support your response with reference to specific examples of the poet’s use of language in the poem.

Candidates should explain the reasons why they do or do not enjoy Andrew Hudgins’ use of language in the poem. Responses should be supported with reference to specific examples of the poet’s use of language in the poem.

**Indicative material:** Candidates may or may not enjoy Andrew Hudgins’ use of language due to: his interesting/ clever choice of words, his use of alliteration and assonance, descriptive imagery, direct speech, inclusion of names of car parts, repetition, etc.

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

## B AUNT JENNIFER'S TIGERS

1. (a) Based on your reading of the above poem, make three observations about Aunt Jennifer. Support your observations with reference to the poem. (15)

Candidates should make three observations about Aunt Jennifer. Observations should be supported 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:** Aunt Jennifer appears to be an older lady; she enjoys tapestry and appears to be skilled in the craft; she appears to use tapestry to express her inner most thoughts and feelings; her marriage does not appear to be happy, etc.

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

(b) In your opinion, is this a disturbing poem? Explain your answer with reference to the poem. (15)

Candidates should explain whether, in their opinion, the poem is or is not disturbing. 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:** the allusions to the unhappiness of Aunt Jennifer's marriage contributes to making this a disturbing poem, the reference to her "terrified hands" appears to suggest she has something to fear; her wedding band is described as a "massive weight" that "sits heavily" on her hand, she has endured "ordeals", indicating that her relationship with her husband is a cause of distress to her, etc.

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

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

(i) You have been asked to write an article about the above poem for the poetry section of your local newspaper. In your article you should explain what the poem is about and share your personal response to it with your readers. Your article should include reference to the poem.

Candidates should write an article about the poem "Aunt Jennifer's Tigers", for the poetry section of their local newspaper. The article should explain what the poem is about and share their personal response to it with their readers. The article should contain 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.

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

OR

(ii) Based on your reading of the poem, “Aunt Jennifer’s Tigers”, write a dialogue between Aunt Jennifer and her niece or nephew. The discussion should provide insights into Aunt Jennifer’s life. Your dialogue should demonstrate your knowledge of the poem.

Based on the poem, “Aunt Jennifer’s Tigers”, candidates should write a dialogue between Aunt Jennifer and her niece or nephew. The discussion should provide insights into Aunt Jennifer’s life. The dialogue should demonstrate candidates’ knowledge of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

OR

(iii) Explain the reasons why you do or do not enjoy Adrienne Rich’s use of language in the above poem. Support your response with reference to specific examples of the poet’s use of language in the poem.

Candidates should explain the reasons why they do or do not enjoy Adrienne Rich’s use of language in the poem. Responses should be supported with reference to specific examples of the poet’s use of language in the poem.

**Indicative material:** Candidates may or may not enjoy Adrienne Rich’s use of language due to: her use of imagery/descriptive language; alliteration; her interesting/ clever choice of words; her ability to use language to suggest and imply more than she states explicitly, etc.

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

## C BABY-MOVEMENTS II, “*TRAILING CLOUDS*”

1. (a) Based on your reading of the above poem, make three observations about the baby featured in it. Support your observations with reference to the poem. (15)

Candidates should make three observations about the baby featured in the poem. Observations should be supported 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:** the baby seems distressed and unhappy; is possibly unwell, perhaps with a raised temperature, indicated by her lethargy, etc.; she is not usually as she appears in the poem; she is dependent on her parent for care and attention and seems comforted by his presence; her hair is brown, etc.

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

(b) In your opinion, is this an emotional poem? Explain your answer with reference to the poem. (15)

Candidates should explain whether, in their opinion, the poem is or is not emotional. 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:** A variety of emotions are evident in the poem: love for the baby; concern for her welfare; distress at her discomfort, 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) You have been asked to write an article about the above poem for the poetry section of your local newspaper. In your article you should explain what the poem is about and share your personal response to it with your readers. Your article should include reference to the poem.

Candidates should write an article about the poem, “Baby-Movements II, *Trailing Clouds*”, for the poetry section of their local newspaper. The article should explain what the poem is about and share their personal response to it with their readers. The article should contain 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.

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

OR

(ii) Based on your reading of the poem, “Baby-Movements II, “*Trailing Clouds*”, write a dialogue between the parent in the poem and the daughter, now an adult herself, in which they discuss the occasion described in the poem. Your dialogue should demonstrate your knowledge of the poem.

Based on the poem, “Baby-Movements II, “*Trailing Clouds*”, candidates should write a dialogue between the parent in the poem and the daughter, now an adult, in which they discuss the occasion described in the poem. The dialogue should demonstrate candidates’ knowledge of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

OR

(iii) **Explain the reasons why you do or do not enjoy D. H. Lawrence’s use of language in the above poem. Support your response with reference to specific examples of the poet’s use of language in the poem.**

Candidates should explain the reasons why they do or do not enjoy D. H. Lawrence’s use of language in the poem. Responses should be supported with reference to specific examples of the poet’s use of language in the poem.

**Indicative material:** Candidates may or may not enjoy D. H. Lawrence’s use of language due to: his use of imagery/descriptive language including metaphors and similes; alliteration; his interesting/clever choice of words; his warm tone; the recurrent references to nature, etc.

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

## D WILL WE WORK TOGETHER?

1. (a) Based on your reading of the above poem, make three observations about the relationship described in it. Support your observations with reference to the poem. (15)

Candidates should make three observations about the relationship described in the poem. Observations should be supported 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:** the couple in the poem do not seem to spend all of their time together; the speaker evidently loves her partner; the relationship seems to have a very beneficial effect on the speaker; we only hear from one side of the relationship in the poem, etc.

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

(b) In your opinion, is this a joyful poem? Explain your answer with reference to the poem. (15)

Candidates should explain whether, in their opinion, the poem is or is not joyful. 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:** the poem may be seen as joyful as it is full of love, with many happy comparisons made to describe the speaker's feelings; the poem may be seen as not entirely joyful as the title suggests some doubt about the future; the speaker laments the time the couple do not spend together, 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) You have been asked to write an article about the above poem for the poetry section of your local newspaper. In your article you should explain what the poem is about and share your personal response to it with your readers. Your article should include reference to the poem.

Candidates should write an article about the poem "Will We Work Together?" for the poetry section of their local newspaper. The article should explain what the poem is about and share their personal response to it with their readers. The article should contain 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.

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

OR

(ii) Based on your reading of the poem, “Will We Work Together?”, write a dialogue between the speaker in the poem and her partner in which they discuss the future of their relationship. Your dialogue should demonstrate your knowledge of the poem.

Based on the poem, “Will We Work Together?”, candidates should write a dialogue between the speaker in the poem and her partner in which they discuss the future of their relationship. The dialogue should demonstrate candidates’ knowledge of the poem. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

OR

(iii) Explain the reasons why you do or do not enjoy Marge Piercy’s use of language in the above poem. Support your response with reference to specific examples of the poet’s use of language in the poem.

Candidates should explain the reasons why they do or do not enjoy Marge Piercy’s use of language in the poem. Responses should be supported with reference to specific examples of the poet’s use of language in the poem.

**Indicative material:** Candidates may or may not enjoy Marge Piercy’s use of language due to: the poet’s use of imagery/descriptive language including metaphors and similes; the frequent use of personal pronouns; alliteration; use of everyday language, which is easy to understand, etc.

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

LEAVING CERTIFICATE ENGLISHCRITERIA FOR ASSESSMENT

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

## ASSESSMENT CRITERIA – GRADE GRID

## Appendix 2

<b>Clarity of Purpose</b>	<b>30%</b>
<b>Coherence of Delivery</b>	<b>30%</b>
<b>Efficiency of Language Use</b>	<b>30%</b>
<b>Accuracy of Mechanics</b>	<b>10%</b>

### Discrete Criteria:

<b>100 marks</b>	<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

<b>50 marks</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	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

<b>40 marks</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	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

<b>30 marks</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
	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>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</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>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</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>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</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 tape-recorder or a spell-check enabled word processor and other candidates who have been granted an exemption in accordance with the State Examination Commission's manual, *Reasonable Accommodations at the 2018 Certificate Examinations, Instructions for Schools*, will have all parts of their examination in English assessed except spelling and written punctuation elements.

A modified marking scheme will apply as follows:

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

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

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

**Example:**

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

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

**Note:**

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

In using the Combined Criteria the following will apply:

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

**BLANK PAGE**

