Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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 **P**urpose will always appear first in the list of marks. Marks awarded for **C**oherence of Delivery will follow and so on to the end. Marks for Accuracy of **M**echanics can still be awarded in line with the candidate's proficiency in this area.

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

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

The list of texts prescribed for assessment in 2025 is set out in the appropriate DES Circular **0019/2023**.

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.*

MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE – PAPER I

CANDIDATE ANSWERS MORE THAN THE REQUIRED NUMBER OF QUESTIONS IN SECTION I
- Mark all attempts out of full marks.
- The lower mark/s will automatically be disallowed.

CANDIDATE ANSWERS MORE THAN THE REQUIRED NUMBER OF QUESTIONS IN SECTION 2
- Mark all attempts out of full marks.
- The lower mark/s will automatically be disallowed.

PAPER 1

SECTION 1   COMPREHENDING   (100 marks)

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

Text 1 Question A – 50 Marks

(i) **Based on your reading of the above article, how would you describe the relationship Paul Howard had with his dog, Humphrey? Explain your answer, with reference to the text.**

(15)

Expect candidates to explain what the relationship between Howard and his dog was like. Expect candidates to support their answers with reference to the text. Allow for any reasonable, clear explanation. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material:
- Loving - devoted to him – talks of him like a human – reciprocated
- Good-Humoured – dog plays tricks – real sense of character
- Playful
- Loyal Dependable – seems to be a bond between them of loyalty
- Laid back – very comfortable in each other's company
- Equal to a human
- Respectful
- Considerate
- Close emotionally
- Never dull
- Intelligent
- Etc.

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

(ii) **Which of the following word or words would you use to describe the language used in this article?**
- **Humorous**
- **Descriptive**
- **Moving**

Give reasons for your answer, referring to the article.   **(15)**

Candidates are free to choose any word(s) from the passage – candidates should explain the reasons for their chosen words. Reasons for their nominated words with supported evidence from the passage. Allow for any reasonable, clear explanation. Reward sustained focus, clarity of expression, developed and

supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material:
Humorous anecdotes
- Humphrey up to no good – stealing food breaking bench
- Taking over their lives – hogs sofa
- Sense of the dog's strong personality
- Author clearly took pleasure in dog's misbehaviour
- Exaggeration
- Response to instruction

Descriptive
- Anecdotes – recalling his escapades
- Images of the dog making itself at home
- Descriptive of dog's behaviour
- Descriptive of dog's appearance

Moving
- Treats dog like a human
- Strong sense of writer's love for dog
- Strong sense of emotional attachment
- Strong sense of grief
- Draws meaningful life experiences from his relationship with dog
- Etc.

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

(iii) (a) **In your view, what does Paul Howard mean when he says that, 'perhaps the best day's work we ever did on this planet was to domesticate the dog… '?**   (10)

Expect candidates to offer a clear explanation of what they think Paul Howard is saying. He is recognising and valuing the love we get from pets and in particular dogs – he feels that taming and domesticating dogs was one of the most rewarding things humans have done. We get a huge amount back from our relationship with dogs. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

(b) **Love can be shown in many different ways. Describe a moment when love was shown to you or when you showed love to another.**   (10)

Expect candidates to describe a moment when either love was shown to them or they showed love to another. Allow for a broad range of approaches to the task. Allow for a liberal interpretation of acts of love and a liberal approach to the way love can be shown. Expect candidates to give a reasonable description of their chosen moment. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

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

Question B – 50 Marks

You have been asked to write a pamphlet for a charity that rescues and rehomes dogs and cats. In your pamphlet you should: Encourage people to adopt an unwanted animal by explaining some of the ways it would benefit their lives, outline the key steps involved in the adoption process, and describe some of the challenges they may encounter by bringing a pet into their homes.

Expect candidates to write a **pamphlet** for a charity that rescues and rehomes dogs and cats. It could be written as formal but also persuasive and encouraging. In the pamphlet, candidates should encourage people to adopt an unwanted animal by explaining some of the ways it would benefit their lives, outline the key steps involved in the adoption process, and describe some of the challenges they may encounter by bringing a pet into their homes. Candidates should explore the three areas outlined in the question, though not necessarily treating them equally. Award a sense of appropriate register. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

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

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

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

Text 2 Question A – 50 Marks

    (i)   **Based on your reading of the above memoir, how would you describe the relationships Rosaleen McDonagh had with her mother and grandmother? Explain your answer, with reference to the memoir.**   **(15)**

Expect candidates to explain what the relationship between Rosaleen McDonagh and her mother and grandmother was like. Expect candidates to deal with both relationships though not necessarily equally. They may discuss the two relationships simultaneously as they have shared qualities. Expect candidates to support their answers with reference to the text. Allow for any reasonable, clear deductions. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material:

- Loving – reciprocated/close
- Supportive
- Protective
- Sadness when separated – very attached
- Shared sense of rebelliousness
- Encouraging – fostering independence
- Passed on a sense of tradition
- Pride in one another
- Etc.

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

    (ii)   **Which of the following word or words would you use to describe the language used in the memoir?**
- **Honest**
- **Descriptive**
- **Moving**

        Give reasons for your answer, referring to the memoir.

        (15)

Candidates are free to choose any word(s) from the passage – candidates should explain the reasons for their chosen words. Reasons for their nominated words with supported evidence from the passage. Allow for any reasonable, clear explanation. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Honest
- Honest about things like difficulties with disability
- Honest about her own situation
- Honest about her emotions
- Honest about her relationships

Descriptive
- Sense of what life was like for Travellers
- Physical description - putting oil in hair
- Striking Description of the women

Moving
- To see the bond between the generations
- Mother looking out for her
- To see the level of protectiveness
- Etc.

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

(iii) (a) **In your view, what does Rosaleen McDonagh mean when she says, about her mother, that "The negotiator' was a role she relished."?**

(10)

Expect candidates to offer a clear explanation of what they think Rosaleen McDonagh is saying.   She is recognising that her mother was able to get things done in a quiet and unassuming way. She was clever – she worked things out. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

(b) Love can be shown in many different ways. Describe a moment when love was shown to you or when you showed love to another.   **(10)**

Expect candidates to describe a moment when either love was shown to them or they showed love to another. Allow for a broad range of approaches to the task. Allow for a liberal interpretation of acts of love and a liberal approach to the way love can be shown. Expect candidates to give a reasonable description of their chosen moment. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.
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Combined Criteria ex 10	P + C = 6	L + M = 4

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

Question B – 50 Marks

TEXT 2 features three generations of women from one family. Imagine you are a grandmother writing a letter to your granddaughter about what life was like for you growing up. In your letter you should: describe some of the hardships you experienced when you were young, outline how life was different for women and girls in your time, and describe some of the things you and your friends used to do to entertain yourselves as children.

Expect candidates to write a personal letter. The content is what is important – candidates may use or may not use appropriate rubrics and salutations. In the letter candidates should describe some of the hardships they experienced when they were young, outline how life was different for women and girls in their time, and describe some of the things they and their friends used to do to entertain themselves as children. Candidates must address all parts of the task, though not necessarily equally. Reward the sense of an appropriate register. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment

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

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

Text 3 Question A – 50 Marks

    (i)   **Based on your reading of Text 3, which three quotations, out of the ten, do you think have the most important things to say about love? In each case, explain your answer with reference to your chosen quotations.**   **(15)**

Candidates must choose **three** of the written quotations. They are free to choose any **three**. Reward for convincing explanations of choices made. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative Material:
- Quote says something to them personally
- Quote is a universal truth
- A simple expression of something profound
- Said by a celebrity
- Makes me think more
- Says something I wasn't expecting
- Etc.

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

(ii) **Which two of the four visual images in TEXT 3 convey your view of love most? Explain your answer with reference to the images.** **(15)**

Candidates must choose two of the visual images. They are free to choose any two that convey their sense of love best. Reward for convincing explanations for choices made. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

(iii) **(a)** **Suggest another image, about love, that you would add to the collection of images in TEXT 3 on pages six and seven. Describe the image, and explain why you would suggest it.** **(10)**

Allow for a broad range of suggestions. Candidates must both describe their suggested image and explain why they would choose this image. Allow for a broad interpretation of 'image'. Reward for convincing explanations for choices made. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

(b) **Love can be shown in many different ways. Describe a moment when love was shown to you or when you showed love to another.** **(10)**

Expect candidates to describe a moment when either love was shown to them or they showed love to another. Allow for a broad range of approaches to the task. Allow for a liberal interpretation of acts of love and a liberal approach to the way love can be shown. Expect candidates to give a reasonable description of their chosen moment. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

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

Question B – 50 Marks

As a specialist in Well-being, you have been invited to do an interview about loving relationships for a popular health magazine called, *Spring to Life*. The interviewer asks you the following questions:
1. **What factors, do you think, are important at the start of a loving relationship?**
2. **How can you develop and maintain a strong, loving relationship?**
3. **How can you deal with conflict if it arises in a relationship?**
Write the text of the answers you would give to these questions.

Expect candidates to write their responses to the questions asked by the interviewer. They must respond to all three questions: What the important foundations at the beginning of a loving relationship are; how to develop and maintain a strong, loving relationship; how to deal with conflict if it arises in a relationship. Candidates must address all parts of the task though not necessarily equally. Reward the sense of an appropriate register. Reward sustained focus, clarity of expression, developed and supported ideas. Consideration should be given to the quality of the explanation provided and to the quality of the response with regard to the Criteria of Assessment.

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

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

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

1. In TEXT 1, Paul Howard celebrates the relationship he had with his pet dog, Humphrey.

Imagine that you are a family pet. Write a short story, as this pet, entitled, *What I get up to when you're not around!* Your story may be serious, humorous or a combination of both.

Candidates should write a short story written by a family pet entitled, *What I get up to when you're not around!* The story may be serious or humorous or both. It would be expected that the story is written in the first person. Reward the sense of an appropriate register. Reward sustained focus, clarity of expression. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – a **short story** about a family pet's adventures while its owner is away from home.
 Understanding of genre – the writing should be shaped as a short story having some
 sense of a beginning – middle – end; central characters; a time-line; a defining moment
 of experience followed by a change; a resolution, etc.
 Relevance
 Originality and freshness, etc.

C: The extent to which the narrative is successfully shaped, sustained and developed;
 sequencing and management of ideas, etc.

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

M: Accuracy of mechanics

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

2. In TEXT 2 Rosaleen McDonagh's mother and grandmother stand up for her and support her wish to have long hair in school.

Write a personal essay where you reflect on the importance of people standing up for their views and beliefs.

Candidates should write in a reflective manner about the importance of people standing up for their views and beliefs. They must reflect on at least two things. Reward the sense of an appropriate register. Reward sustained focus, clarity of expression. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

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

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

3.   In TEXT 1, Paul Howard tells us he believed that: Humphrey was of the opinion that he took life too seriously and could do with lightening up.

Write a magazine article in which you explore the importance of not taking life too seriously and lightening up. Your article may be serious, humorous or a combination of both.

Candidates should write a magazine article in which they explore the importance of not taking life too seriously and lightening up. The article may be serious, humorous or a combination of both. Reward sustained focus, clarity of expression. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – **an article** in which candidates explore the importance of not taking life too seriously and lightening up.
 Understanding of genre – the writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register should be suitable to a magazine article.
 Relevance.
 Originality and freshness, etc.
C: The extent to which the article is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
L: Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
M: Accuracy of mechanics

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

4. In TEXT 2, Rosaleen McDonagh tells readers that her wheelchair is her freedom.

You are a parent delivering a talk to the Parents' Council in your school entitled, "Freedom and Young People Today – The Challenges!" Write the text of the talk you would give.

 Candidates should write a talk entitled, "Freedom and Young People Today – The Challenges!".
 Reward the sense of an appropriate register. Reward sustained focus, clarity of expression.
 Consideration should be given to the quality of all aspects of the composition with regard to the
 Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – a talk, to be delivered to the Parents' Council in your school entitled, "Freedom and
      Young People Today – The Challenges!".
      Understanding of genre – tone and register may be formal or informal but should show an
      awareness of the intended audience; there should a persuasive aspect to the writing; may include
      examples/anecdotes/quotations; use inclusive/rhetorical language, etc.
      Relevance
      Originality and freshness, etc.
C: The extent to which the 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

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

5. In TEXT 3, Helen Keller says the following about love: 'What we have once enjoyed, we can never lose.'

Write a short story featuring two characters in love, who are driven apart by difficulties, but who restore their love in the end.

Candidates should write a short story featuring two characters in love, who are driven apart by difficulties, but who restore their love in the end. Reward the sense of an appropriate register. Reward sustained focus, clarity of expression. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – a short story featuring two characters in love, who are driven apart by difficulties, but who restore their love in the end.
Understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.
Relevance
Originality and freshness, etc.
C: The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
L: Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
M: Accuracy of mechanics

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

6.	In TEXT 1, Paul Howard tells us, it always broke his heart when Humphrey, trying to distract him from his work, brought him the toys Humphrey thought that Howard had a bias towards.

Write a personal essay in which you reflect on some of the things in life that can be heart-breaking.

Candidates should write in a reflective manner on some of the things in life that can be heart-breaking. They must reflect on at least two things. Reward the sense of an appropriate register. Reward sustained focus, clarity of expression. Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

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

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

7.   TEXT 3 reminds us of a famous Beatles' song.

   Write a speech for or against the motion that: 'All you need is love.'

Candidates should write a speech, in which they argue for or against the motion that: "All you need is love."
Reward the sense of an appropriate register. Reward sustained focus, clarity of expression.
Consideration should be given to the quality of all aspects of the composition with regard to the Criteria for Assessment.

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – **a speech,** suitable for a debate in which they argue for or against the motion that:
        "All you need is love."
        Understanding of genre – tone and register may be formal or informal but should show an
        awareness of the intended audience; there should be a persuasive/argumentative aspect to the
        writing; may include examples/ anecdotes/quotations, etc.
        Use inclusive/rhetorical language, etc.
        Relevance.
        Originality and freshness, etc.
C: The extent to which the speech is successfully shaped, sustained and developed,
        sequencing and management of ideas, etc.
L: Quality and control of language e.g. style, clarity, vocabulary, syntax,
        punctuation, etc.
M: Accuracy of mechanics

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

Paper 2

SECTION I — THE SINGLE TEXT (60 MARKS)

Candidates must answer on **ONE** text (**A – I**).

A — THE TENANT OF WILDFELL HALL — Anne Brontë

Answer any two of the following four questions. Each question carries 30 marks.

1. (a) **Describe a moment in Brontë's novel, *The Tenant of Wildfell Hall,* when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.** **(10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- When Arthur leaves Helen to go off drinking
- When Arthur is dying from substance abuse
- Any moment with abusive husband
- When Gilbert physically assaults Frederick
- Etc.

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

(b) **Describe a different moment in Brontë's novel, *The Tenant of Wildfell Hall,* when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character.
Support your answer with reference to the text.** **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- When Arthur abandons Helen shortly after their marriage to go to London
- When lady Annabella flaunts her affair with Arthur
- Gilbert attacking Frederick before he knows the true nature of his relationship with Helen
- Arthur reading Helen's diary and destroying her art tools
- Etc.

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

(c) In her novel, *The Tenant of Wildfell Hall*, Brontë portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer. Support your answer with reference to the text. **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

> *Agree*
- Helen's strength of character
- Strong faith
- Does her own thing – makes her own decisions
- Etc
> *Disagree*
- Behaviour of the men
- Arthur's frequent disappearing acts
- Annabella's admission of marrying for money
- Etc.

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

2. You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.

   A one-star rating means – *Give it a Miss!*

   A five-star rating means – *Not to be Missed!*

   This month you will be discussing Brontë's novel, *The Tenant of Wildfell Hall.*

   Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Brontë's novel.

   Your response should demonstrate your knowledge of the text.

   Expect candidates to give the novel a rating one to five. N.B. – not just one and five. Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Compelling characters
- Compelling themes
- Compelling moments
- Great creation of suspense and tension
- Plays out social dynamics in a compelling way
  OR
- the text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

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

3.   In her novel, *The Tenant of Wildfell Hall,* Brontë explores many relationships between characters that are fascinating for the reader. Choose one relationship between two of the characters in the novel that you consider fascinating:
   - Describe how this relationship is first introduced in the novel
   - Explain what it is that you find fascinating about the relationship
   - Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.

   Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character differences and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

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

4.   Your class is having a debate about the ending of Brontë's novel, *The Tenant of Wildfell Hall*.
   Write the text of your contribution to the debate, beginning either with the line:
   I was satisfied with the ending of 'The Tenant of Wildfell Hall' because …
                         or
   I was not satisfied with the ending of 'The Tenant of Wildfell Hall' because …

Argue three points in your response.

Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Helen is true to her principles
- Helen does pioneer women's independence
- Happy second marriage
- Etc

Not satisfied –

- Helen returns to the man who treated her cruelly
- He doesn't deserve her compassion
- Social hierarchies don't change
- Etc.

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

B   ALL THE LIGHT WE CANNOT SEE   Anthony Doerr

Answer any two of the following four questions. Each question carries 30 marks.

1.   (a)   **Describe a moment in Doerr's novel, *All the Light We Cannot See*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.**   (10)

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- Numerous examples of Nazi cruelty to sympathize with victims
- Marie Laure – moments when she feels particularly isolated because of her blindness
- Werner trapped in the basement
- Treatment of prisoners of war
- Jutte's isolation – left behind
- Etc.

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

(b) Describe a different moment in Doerr's novel, *All the Light We Cannot See,*
when an action taken by a character disappointed you. Give a reason why the character's
action disappointed you. You may use the same character you referred to in part (a) or
a different character. Support your answer with reference to the text.   **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) –
They must give a reason why the action of their chosen character disappointed them. They must
describe a different moment. They may use the same character they referred to in part (a) or a different
character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Moments of capitulation by Werner
- Werner's failure to defend Frederick
- Werner's collaboration for personal gain
- Etc.

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

(c) In his novel, *All the Light We Cannot See,* Doerr portrays people in a positive light.
Do you agree or disagree with this view? Give two reasons for your answer.

Support your answer with reference to the text.   **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their
views, supporting them with reference to the text. Candidates are being invited to see the text in its
entirety as opposed to key moments and to make an overall view. Reward focus, development,
support, clarity and accuracy.

Indicative Material:

Agree
- Werner does the right thing in the end
- There are unwaveringly good characters
- Good ultimately overcomes evil
- Etc

Disagree
- Individuals go un punished for their cruelties
- There is no justice for characters like Frederick
- Werner is largely amoral and concerned with his own ambitions at any cost
- Etc.

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

2. **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**

    A one-star rating means – *Give it a Miss!*
    A five-star rating means – *Not to be Missed!*

    This month you will be discussing Doerr's novel, *All the Light We Cannot See.*

    Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Doerr's novel.

    Your response should demonstrate your knowledge of the text.

    Expect candidates to give the novel a rating one to five. N.B. – not just one and five. Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

    Indicative Material:

    - Compelling characters
    - Compelling themes
    - Compelling moments
    - Great creation of suspense and tension
    - Plays out social dynamics in a compelling way
      OR
    - The text feels slow and tedious
    - Themes are heavy and serious
    - Some of the language may feel archaic
    - Etc.

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

3. **In his novel, *All the Light We Cannot See,* Doerr explores many relationships between characters that are fascinating for the reader. Choose one relationship between two of the characters in the novel that you consider fascinating:**

    – **Describe how this relationship is first introduced in the novel**
    – **Explain what it is that you find fascinating about the relationship**
    – **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**

    Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also

suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

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

4. **Your class is having a debate about the ending of Doerr's novel, *All the Light We Cannot See*.**
   Write the text of your contribution to the debate, beginning either with the line:
      I was satisfied with the ending of, 'All the Light We Cannot See', because …
                                        or
      I was not satisfied with the ending of, All the Light We Cannot See, because …
   Argue three points in your response.
   Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Marie-Laure survives and becomes successful
- Good thrives over evil
- Etc

Not satisfied –

- She is never reunited with her father
- Evil-doers go unpunished
- There is no justice for innocent victims
- Etc.

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

C

C   A RAISIN IN THE SUN   Lorraine Hansberry

Answer any two of the following four questions. Each question carries 30 marks.

1.   **(a)   Describe a moment in Hansberry's play, *A Raisin in the Sun*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.   (10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- When Walter is swindled
- A child living with a drunken father
- Characters confronted by racist society
- For Ma when the dream is over
- Etc.

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

(b)   Describe a different moment in Hansberry's play, *A Raisin in the Sun,* when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character. Support your answer with reference to the text.   (10)

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Walter's drunken and self-pitying behaviour
- When Walter stole the money
- Beneatha's cultural snobbery
- When ma's dreams are dashed
- When white man comes to warn them off
- Etc.

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

(c)   In her play, *A Raisin in the Sun*, Hansberry portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer. Support your answer with reference to the text.   (10)

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Agree

- The Younger family are driven by strong dreams and a desire for a better life
- Mama is wise, loving and generous
- Asagai is intelligent, helpful and concerned for others
- Etc

Disagree

- Walter is impulsive and only thinks about himself
- Lindner is weak, ineffective, racist and small minded
- Mrs Johnson is nosy, loud and insensitive
- Etc.

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

2.   **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**
         A one-star rating means – *Give it a Miss!*
         A five-star rating means – *Not to be Missed!*
      This month you will be discussing Hansberry's play, *A Raisin in the Sun.*
      Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Hansberry's play.

      Your response should demonstrate your knowledge of the text.

      Expect candidates to give the novel a rating one to five. N.B. – not just one and five.   Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

      Indicative Material:

- Compelling characters
- Compelling themes
- Compelling moments
- Great creation of suspense and tension

- Plays out social dynamics in a compelling way
  OR
- The text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

Discrete Criteria ex 30	**P = 9**	**C = 9**	**L = 9**	**M = 3**

3. **In her play,** *A Raisin in the Sun,* **Hansberry explores many relationships between characters that are fascinating for the audience. Choose one relationship between two of the characters in the play that you consider fascinating:**

   – **Describe how this relationship is first introduced in the play**
   – **Explain what it is that you find fascinating about the relationship**
   – **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**
   Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

Discrete Criteria ex 30	**P = 9**	**C = 9**	**L = 9**	**M = 3**

4. **Your class is having a debate about the ending of Hansberry's play,** *A Raisin in the Sun.* **Write the text of your contribution to the debate, beginning either with the line:**
   I was satisfied with the ending of, 'A Raisin in the Sun', because …
   or
   I was not satisfied with the ending of, 'A Raisin in the Sun', because ...
   Argue three points in your response.

   Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a

debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Ma's fortitude and resilience
- The sense that the next generation will bring about improvement
- Etc.

Not satisfied –

- The chance for a new life falls through
- Racism and prejudice prevail
- The family Is cheated
- Etc.

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

D   SIVE   John. B. Keane

Answer any two of the following four questions. Each question carries 30 marks.

1.   (a)   **Describe a moment in Keane's play, *Sive*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.**   **(10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- When the match is made for Sive
- When Liam is sidelined by Mike
- When we learn of Mena's poor upbringing
- When Mike is dominated/silenced by his wife
- Etc.

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

(b) **Describe a different moment in Keane's novel, *Sive*, when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character. Support your answer with reference to the text.** **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Mena threatening Sive and separating her from Nanna
- Mike telling Thomasheen about the letter
- Mike not standing up for Sive
- Etc.

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

(c) **In his play, *Sive*, Keane portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer. Support your answer with reference to the text.** **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Agree

- Nanna attempts to stand up for Sive
- Liam's love for Sive is genuine
- Sive's strength of character
- Etc

Disagree
- It is a cruel world where few characters show care for others
- Thomasheen and Mena are self-serving characters
- Sean Dota is weak-minded and lustful
- Etc.

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

2. **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**

   A one-star rating means – *Give it a Miss!*

   A five-star rating means – *Not to be Missed!*

   This month you will be discussing Keane's play, *Sive.*

   Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Keane's play.

   Your response should demonstrate your knowledge of the text.

   Expect candidates to give the play a rating one to five. N.B. – not just one and five. Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

   Indicative Material:

   - Compelling characters
   - Compelling themes
   - Compelling moments
   - Great creation of suspense and tension
   - Plays out social dynamics in a compelling way
   - **OR** the text feels slow and tedious
   - Themes are heavy and serious
   - Some of the language may feel archaic
   - Etc.

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

3. **In his play, *Sive,* Keane explores many relationships between characters that are fascinating for the audience. Choose one relationship between two of the characters in the play that you consider fascinating:**

   - **Describe how this relationship is first introduced in the play**
   - **Explain what it is that you find fascinating about the relationship**
   - **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**

   Your response should demonstrate your knowledge of the text.

   Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

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

4. **Your class is having a debate about the ending of Keane's play, *Sive*. Write the text of your contribution to the debate, beginning either with the line:**
   I was satisfied with the ending of 'Sive', because …
   or
   I was not satisfied with the ending of 'Sive', because …
   Argue three points in your response.
   Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Mena, Sean and Thomasheen get nothing
- The hypocrisy of social practice is exposed
- Greed is thwarted
- Etc

Not satisfied –
- Tragic death of Sive
- The genuine and sincere love between Sive and Liam comes to nothing
- Mike never does the right thing
- Nana is side-lined
- We don't know what happens next
- Etc.

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

E   THE CRUCIBLE   Arthur Miller

1. **(a)** **Describe a moment in Miller's play, *The Crucible*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.** **(10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- All the victims of the witch hunt
- Individuals who are unfairly victimized
- Abigail – a victim of social conservatism
- Elizabeth betrayed in her marriage
- Proctor at the end
- Etc.

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

(b) **Describe a different moment in Miller's play, *The Crucible*, when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character.**
Support your answer with reference to the text. **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Abigail's accusations
- When the girls 'pretend' to hear screaming
- Proctor's stubbornness at the end
- Reverend Parris's hypocrisy
- Danforth's rulings and conservatism
- Etc

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

(c) **In his play, *The Crucible*, Miller portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer. Support your answer with reference to the text.** **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its

entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Agree

- Proctor's strength of character
- Strong faith
- Elizabeth is prepared to sacrifice her moral code to save her husband
- Etc

Disagree

- The behaviour of the judges
- Proctor's relationship with Abigail
- Abigail is prepared to prepared to blame all on Tituba
- Etc.

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

2.   **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**
           A one-star rating means – *Give it a Miss!*
           A five-star rating means – *Not to be Missed!*
        This month you will be discussing Miller's play, *The Crucible.*
        Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Miller's play.

Your response should demonstrate your knowledge of the text.

Expect candidates to give the novel a rating one to five. N.B. – not just one and five.   Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Compelling characters
- Compelling themes
- Compelling moments
- Great creation of suspense and tension
- Plays out social dynamics in a compelling way
  OR
- The text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

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

3. In his play, *The Crucible,* Miller explores many relationships between characters that are fascinating for the audience. Choose one relationship between two of the characters in the play that you consider fascinating:

    – **Describe how this relationship is first introduced in the play**
    – **Explain what it is that you find fascinating about the relationship**
    – **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**

    Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc

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

4. Your class is having a debate about the ending of Miller's play, *The Crucible.* Write the text of your contribution to the debate, beginning either with the line:
    I was satisfied with the ending of, 'The Crucible', because …
    or
    I was not satisfied with the ending of, 'The Crucible', because …
    Argue three points in your response.
    Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Proctor is true to his principles

- Abigail gets what she deserves
- Corey's children will inherit his lands
- Etc

Not satisfied–

- Proctor is defeated by the judiciary
- Evil triumphs over good
- Social hierarchies don't change
- Etc.

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

F   THE COVE   Ron Rash

Answer any two of the following four questions. Each question carries 30 marks.

1.   (a)   **Describe a moment in Rash's novel, *The Cove*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.**   **(10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.
Indicative Material:

- Laurel's treatment by society
- The Shelton's isolation from the community
- The incident in the fabric shop with Laurel
- The fate of the characters at end
- Etc.

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

(b)   **Describe a different moment in Rash's novel, *The Cove,* when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character. Support your answer with reference to the text.**   **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Laurel's treatment in the town

- Chauncey's cowardly hypocrisy
- The vigilante behaviour
- Etc.

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

(c) **In his novel, *The Cove*, Rash portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer.   Support your answer with reference to the text.** **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Agree

- Hank is loyal to his sister, attempting to provide for her before his marriage
- Laurel has a trusting nature, particularly towards Walter on his arrival into the cove
- Slidell is a kind and loyal neighbour to the Sheltons
- Etc.

Disagree

- Chauncey, a figure of authority, is a coward and a hypocrite
- The Mars Hill community largely turns its back on Laurel
- Walter conceals the truth about his background from the Sheltons
- Etc.

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

2. **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**
      A one-star rating means – *Give it a Miss!*
      A five-star rating means – *Not to be Missed!*
   This month you will be discussing Rash's novel, *The Cove.*
   Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Rash's novel

   Your response should demonstrate your knowledge of the text.

   Expect candidates to give the novel a rating one to five. N.B. – not just one and five. Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to

the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Compelling characters
- Compelling themes
- Compelling moments
- Great creation of suspense and tension
- Plays out social dynamics in a compelling way
  OR
- The text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

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

3.   In his novel, *The Cove,* Rash explores many relationships between characters that are fascinating for the reader. Choose one relationship between two of the characters in the novel that you consider fascinating:

- **Describe how this relationship is first introduced in the novel**
- **Explain what it is that you find fascinating about the relationship**
- **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**

Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character differences and conflicts
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

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

4. Your class is having a debate about the ending of Rash's novel, *The Cove*. Write the text of your contribution to the debate, beginning either with the line:
   I was satisfied with the ending of, 'The Cove', because …

   or

   I was not satisfied with the ending of, 'The Cove', because …
   Argue three points in your response.
   Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Laurel gets to experience true love
- In death Laurel and Hank escape the cove
- Chauncey does not escape unharmed
- Etc

Not satisfied –

- Laurel does not get to experience life outside of the cove
- Walter's future is uncertain
- Chauncey's actions are left unexposed
- Etc

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

G KING LEAR William Shakespeare

1. (a) **Describe a moment in Shakespeare's play, *King Lear*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character.**
   Support your answer with reference to the text. (10)

   Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- Cordelia, Kent, Edgar at start of play – mistreatment by others and society
- Lear's abuse by Goneril and Regan
- The physical and psychological torture of both Lear and Gloucester
- Etc.

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

(b) Describe a different moment in Shakespeare's play, *King Lear,* when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character. Support your answer with reference to the text. **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Cordelia not standing up for herself
- Lear's foolishness in dividing his kingdom
- The actions of the wicked sisters, Goneril and Regan
- Lear's treatment the Fool
- Etc.

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

(c) In his play, *King Lear*, Shakespeare portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer. Support your answer with reference to the text. **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

AgreeGoneril and Regan show the greedy nature of humanity

- Power corrupts the characters in control of the kingdom
- Lear, as a figure of authority, is weak and demonstrates poor jud

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

2. **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**
>   **A one-star rating means – *Give it a Miss!***
>   **A five-star rating means – *Not to be Missed!***
>   **This month you will be discussing Shakespeare's play, *King Lear.***
>   **Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Shakespeare's play.**

   Your response should demonstrate your knowledge of the text.

Expect candidates to give the play a rating one to five. N.B. – not just one and five. Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Compelling characters
- Compelling themes
- Compelling moments
- Great creation of suspense and tension
- Plays out social dynamics in a compelling way
  OR
- The text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

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

3. **In his play, *King Lear,* Shakespeare explores many relationships between characters that are fascinating for the audience. Choose one relationship between two of the characters in the play that you consider fascinating and:**

   – **Describe how this relationship is first introduced in the play**
   – **Explain what it is that you find fascinating about the relationship**
   – **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**

   Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also

suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

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

4.   **Your class is having a debate about the ending of Shakespeare's play, *King Lear*. Write the text of your contribution to the debate, beginning either with the line:**
I was satisfied with the ending of, 'King Lear', because …
or
I was not satisfied with the ending of, 'King Lear', because …
Argue three points in your response.
Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Shows the devastating consequences of pride and betrayal
- Lear's brief reunion with Cordelia is heartfelt and meaningful
- Goneril and Regan get what they deserve
- Etc

Not satisfied –

- Cordelia's death leaves the audience with no sense of justice
- Lear's recognition of his mistakes comes too late
- The play ends in chaos and disorder
- Etc.

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

H

H   FRANKENSTEIN   Mary Shelley

Answer any two of the following four questions. Each question carries 30 marks.

1.   **(a)   Describe a moment in Shelley's novel, *Frankenstein*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.   (10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- When Frankenstein rejects his creation
- Various victims of the monster's brutality
- When the monster reveals himself to the De Lacey family
- Victor's grief over his mother's death
- Etc

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

      (b)   Describe a different moment in Shelley's novel, *Frankenstein,* when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character. Support your answer with reference to the text.   (10)

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Victor creates the Creature and immediately abandons it
- Victor's refusal to create a female companion
- The Creature kills innocent people
- Alphonse Frankenstein does not investigate or act after the deaths
- Etc.

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

(c)   **In her novel, *Frankenstein*, Shelley portrays people in a positive light.**
     To what extent do you agree or disagree with this view? Give two reasons for your
     answer. Support your answer with reference to the text.   **(10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Agree

- Victor is creative and imaginative
- Old man De Lacey shows compassion to the Creature
- Elizabeth shows unwavering love and support for Victor
- Etc

Disagree
- Victor is a selfish narcissist
- Victor fails to protect his loved ones
- The townspeople are quick to judge and condemn
- Etc.

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

2.   **You and a friend present a monthly podcast called 'Star Reads' in which you review**
      and rate novels and plays. At the end of each podcast, the text you are discussing is given a star
      rating, from one to five.
           A one-star rating means – *Give it a Miss!*
           A five-star rating means – *Not to be Missed!*
      This month you will be discussing Shelley's novel, *Frankenstein.*
      Write the dialogue, for the podcast, between you and your friend, in which you discuss three
      compelling reasons why you arrive at your star rating for Shelley's novel.

   Your response should demonstrate your knowledge of the text.

   Expect candidates to give the novel a rating one to five. N.B. – not just one and five.   Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response. Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

   Indicative Material:

- Compelling characters
- Compelling themes

- Compelling moments
- Great creation of suspense and tension
- Plays out social dynamics in a compelling way
  OR
- The text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

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

3.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc

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

4. **Your class is having a debate about the ending of Shelley's novel, *Frankenstein*. Write the text of your contribution to the debate, beginning either with the line:**
   I was satisfied with the ending of, 'Frankenstein', because …
                    or
   I was not satisfied with the ending of, 'Frankenstein', because ...
   Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- The ending provides emotional closure
- Shows growth in the creature's character
- Walton's decision to turn back offers a glimmer of hope
- Etc

Not satisfied –

- It is bleak and tragic with little redemption
- There is a lack of accountability
- The creature's fate is left ambiguous
- Etc.

I   THE UNDERGROUND RAILROAD   Colson Whitehead

Answer any two of the following four questions. Each question carries 30 marks.

1.   **(a)**   **Describe a moment in Whitehead's novel, *The Underground Railroad*, when you felt sympathy for a character. Give a reason why you felt sympathy for this character. Support your answer with reference to the text.**   **(10)**

Candidates can choose any reasonable moment from the text – they must give a reason for their choice explaining why they felt sympathy for the character in their chosen moment. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Victims of racial cruelty and brutality
- The plight of Cora's family/mother
- Big Anthony is whipped, castrated and burnt alive
- Etc.

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

     (b)   **Describe a different moment in Whitehead's novel, *The Underground Railroad,* when an action taken by a character disappointed you. Give a reason why the character's action disappointed you. You may use the same character you referred to in part (a) or a different character. Support your answer with reference to the text.**   **(10)**

Candidates can choose any reasonable moment; it must be different to the one used in part (a) – They must give a reason why the action of their chosen character disappointed them. They must

describe a different moment. They may use the same character they referred to in part (a) or a different character. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- The punishment served up is so extreme
- Treatment of children
- Treatment of women
- The overseer Connolly
- Etc

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

(c)   **In his novel, *The Underground Railroad*, Whitehead portrays people in a positive light. To what extent do you agree or disagree with this view? Give two reasons for your answer.   Support your answer with reference to the text.   (10)**

Candidates are free to agree/disagree or agree/disagree in part. They must give two reasons for their views, supporting them with reference to the text. Candidates are being invited to see the text in its entirety as opposed to key moments and to make an overall view. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Agree
- Caesar is kind and considerate towards Cora
- Fletcher assists Cora and Caesar escape
- Sam devotes his life to the underground railway
- Etc

Disagree
- Ridgeway is a slave catcher
- Randall is a cruel and depraved slave owner
- Fiona shows no loyalty towards Martin and Ethel, despite their kindness to her
- Etc.

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

2.   **You and a friend present a monthly podcast called 'Star Reads' in which you review and rate novels and plays. At the end of each podcast, the text you are discussing is given a star rating, from one to five.**
       A one-star rating means – *Give it a Miss!*
       A five-star rating means – *Not to be Missed!*
   This month you will be discussing Whitehead's novel, *The Underground Railroad.*
   Write the dialogue, for the podcast, between you and your friend, in which you discuss three compelling reasons why you arrive at your star rating for Whitehead's novel.

   Your response should demonstrate your knowledge of the text.

Expect candidates to give the novel a rating one to five. N.B. – not just one and five.   Expect candidates to write a review in the form of a podcast dialogue – expect a range of approaches to the format. Candidates must support their response with evidence from the text. Candidates must discuss at least three reasons for their response.

Allow for a broad definition of 'compelling'. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Compelling characters
- Compelling themes
- Compelling moments
- Great creation of suspense and tension
- Plays out social dynamics in a compelling way
  OR
- The text feels slow and tedious
- Themes are heavy and serious
- Some of the language may feel archaic
- Etc.

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

3. **In his novel, *The Underground Railroad,* Whitehead explores many relationships between characters that are fascinating for the reader. Choose one relationship between two of the characters in the novel that you consider fascinating:**

   – **Describe how this relationship is first introduced in the novel**
   – **Explain what it is that you find fascinating about the relationship**
   – **Suggest one piece of beneficial advice you would give to either, or both of the characters in this relationship.**

   Your response should demonstrate your knowledge of the text.

Expect candidates to choose one relationship from the text between two characters. They must describe how the relationship is first introduced in the text. They should explain what it is about the relationship that they find fascinating. Allow for a broad definition of 'fascinating'. Candidates must also suggest one piece of beneficial advice for either or both of the characters. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative material:

Relationship could be fascinating because of:

- Personal tensions
- Social tensions
- Character difference and conflict
- Differing ambitions and motivations
- Advice must be grounded in the plot of the text
- Etc.

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

4 . **Your class is having a debate about the ending of Whitehead's novel, *The Underground Railroad*. Write the text of your contribution to the debate, beginning either with the line:**

I was satisfied with the ending of, 'The Underground Railroad', because …

or

I was not satisfied with the ending of, 'The Underground Railroad', because ...

Argue three points in your response.

Your response should demonstrate your knowledge of the text.

Expect candidates to be either satisfied or dissatisfied with the ending. Allow for a broad definition of the ending. Allow for a broad range of approaches – material should be presented in the guise of a debate. Their response should demonstrate their knowledge of the text. Reward focus, development, support, clarity and accuracy.

Indicative Material:

Satisfied-

- Cora is alive and still free, having again escaped Ridgeway's clutches
- Conflict has been resolved
- The reader can imagine a happy ending for Cora
- Etc

Not satisfied –

- The ending lacks resolution and conflict has not been resolved
- Cora has lost Royal, another person she cared for
- Cora's future is uncertain
- Etc.

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

SECTION II THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A** – Theme **or B** – Social Setting **or C** – Relationships. In your answer you may not use the text you have answered on in **SECTION I** – The Single Text. All texts used in this section must be prescribed for comparative study for this year's examination. Candidates may refer to only one film in the course of their answers.

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. When used the word **author** is understood to include all writers, and directors of films.

A   THEME
1.   (a)   (i)   Name one of the texts on your comparative course and identify a theme that you have studied in that text. Explain how the author underlined the importance of your chosen theme in the opening sections of your text.   Support your answer with reference to your chosen text.   (15)

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

Expect candidates to name one of the texts on the comparative course and identify a theme that they have studied in that text. Candidates should explain how the author of this text underlined the importance of their chosen theme in the opening sections of the text. Allow for a broad definition of 'opening sections'. Allow for a broad interpretation of underlining the importance of the theme – candidates may merely identify when the theme arises in the opening sections. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

(ii)   Name another text on your comparative course. In relation to the same theme discussed in part (a) (i), explain how the author underlined the importance of this theme in the opening sections of this text. Support your answer with reference to your chosen text.   (15)

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

Expect candidates to name another of the texts on their comparative course and, using the same theme discussed in part (a) (i), candidates should explain how the author of this text underlined the importance of their chosen theme in the opening sections of the text. Allow for a broad definition of 'opening sections'. Allow for a broad interpretation of underlining the importance of the theme – candidates may merely identify when the theme arises in the opening sections. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text

(b)   In relation to the theme you have discussed in part (a) above, compare how exploring this theme in at least two texts on your comparative course helped you to understand the positive or negative behaviour of a central character in each of your chosen texts.
Support your answer with reference to your chosen texts.   (40)

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

Using the same theme discussed in part (a), expect candidates to compare how exploring this theme in at least two texts on their comparative course helped them to understand the positive or negative behaviour of a central character in each of their chosen texts. Allow for a broad definition of central character. Candidates may discuss positive or negative behaviour by their chosen characters. Expect candidates to apply the question to both texts, though not necessarily equally. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

2. **(a)** **(i)** **Name one of the texts on your comparative course and identify a theme that you have studied in that text. Do you think that what the text reveals about your chosen theme is relevant today? Use one or more key moment(s) to support your response.**
Support your answer with reference to your chosen text. **(15)**

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

Expect candidates to name one of the texts on the comparative course and identify a theme that they have studied in that text. Expect candidates to explain what the text reveals about their chosen theme and how it is relevant today. Allow for a broad definition of 'relevant'. Candidates must use one or more key moment(s) to support their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

(ii) **Name another text on your comparative course. Using the same theme you discussed in part (a) (i), do you think what this text reveals about your chosen theme is relevant today? Support your answer with reference to your chosen text.** **(15)**

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

Expect candidates to name another text on their comparative course and using the same theme discussed in part (a) (i) candidates should explain what the text reveals about their chosen theme and how it is relevant to today. Allow for a broad definition of 'relevant'. Candidates must use one or more key moment(s) to support their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

(b) **In relation to the theme you have discussed in part (a) above, compare how exploring this theme in at least two texts on your comparative course helped you to understand the positive or negative behaviour of a central character in each of your chosen texts. Support your answer with reference to your chosen texts.** **(40)**

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

Using the same theme discussed in part (a), expect candidates to compare how exploring this theme in at least two texts on their comparative course helped them to understand the positive or negative behaviour of a central character in each of your chosen texts. Allow for a broad definition of central character. Candidates may discuss positive or negative behaviour by their chosen characters. Expect

candidates to apply the question to both texts, though not necessarily equally. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

B   SOCIAL SETTING

1.   (a)   (i)   **Name one text on your comparative course. Identify a central character from this text. Explain how the social setting of this text affected the character's ability to be content with life. Use one or more key moment(s) to support your response.   (15)**

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

Expect candidates to explain how the social setting of one text on their comparative course affected a central character's ability to be content with life. Allow for a broad interpretation of central character. Expect an exploration of the impact of the social setting on the contentedness of the character with his/her life. Explain how the social setting of this text affected a central character's ability to be content with life. Allow for a variety of factors related to the social setting that could affect a character's contentedness. Expect candidates to use one or more key moments to support their answer**.** Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

(ii)   Name another text on your comparative course.   Identify a central character from this text. Explain how the social setting of this text affected the character's ability to be content with life. Use one or more key moment(s) to support your response.   (15)

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

Expect candidates to explain how the social setting of another text on their comparative course affected a central character's ability to be content with life. Allow for a broad interpretation of central character. Expect an exploration of the impact of the social setting on the contentedness of the character with his/her life. Explain how the social setting of this text affected a central character's ability to be content with life. Allow for a variety of factors related to the social setting that could affect a character's contentedness. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to at least one key moment from the text. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment.

(b)   In relation to at least two texts on your comparative course, compare the extent to which the social settings in these texts encouraged characters to be considerate towards other characters in these texts. Support your response with reference your chosen texts.   (40)

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

Expect candidates to discuss at least two texts on their comparative course. Candidates should compare the extent to which the social settings in their chosen texts encouraged characters in these texts to be considerate towards other characters in the text. Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

2.   (a) (i)   **Name one of the texts on your comparative course. Identify an important character from this text. To what extent do you think that the character you have chosen copes well with the challenges created by the social setting in this text? Support your response with reference at least one key moment from your chosen text.**   **(15)**

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

Candidates must identify one important character from one of the texts they have studied on their comparative course. Allow for a broad definition of 'important character'. Candidates should explain to what extent they think the character they have chosen copes well with the challenges presented by social setting in their chosen text. Characters may cope well, reasonably or not at all. Allow for a broad interpretation of challenges. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment.
Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to at least one key moment from the text

   (ii)   **Name another of the texts on your comparative course. Identify an important character from this text. To what extent do you think that the character you have chosen copes well with the social setting in this text? Support your response with reference to at least one key moment from your chosen text.**   **(15)**

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

Candidates must identify one important character from another of the texts they have studied on their comparative course. Allow for a broad definition of 'important character'. Candidates should explain to what extent they think the character they have chosen copes well with the challenges presented by social setting in their chosen text. Characters may cope well, reasonably or not at all. Allow for a broad interpretation of challenges. Reward focus, development, support, clarity and accuracy. Consideration should be given to the quality of the explanation and all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to at least one key moment from the text.

(b)   **In relation to at least two texts on your comparative course, compare the extent to which the social settings in these texts encouraged characters to be considerate towards other characters in these texts. Support your response with reference to your chosen texts. (40)**

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

Expect candidates to discuss at least two texts on their comparative course. Candidates should compare the extent to which the social settings in their chosen texts encouraged characters in these texts to be considerate towards other characters in the text.

Consideration should be given to the quality of the comparative writing – the emphasis is on identifying similarities and/or differences. This requires the candidate to make comparison(s) throughout their response. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy. Candidates should support their response with references to key moment from the texts.

C   RELATIONSHIPS

1.   (a)   (i)   Name one of the texts on your comparative course. Identify an important relationship between two characters, in your chosen text. Explain how your chosen relationship revealed fascinating insights about human nature to you.   Support your response with reference to your chosen text. **(15)**

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

Expect candidates to name one of the texts on their comparative course and to identify an important relationship that they have studied in that text. Expect candidates to explain how their chosen relationship revealed fascinating insights about human nature. Interpret "important relationship" liberally. Candidates must support their response with reference to the text. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

(ii)   Name another of the texts on your comparative course. Identify an important relationship, between two characters, in this text. Explain how your chosen relationship revealed fascinating insights about human nature to you.   Support your response with reference to your chosen text. **(15)**

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

Expect candidates to name another of the texts on their comparative course and to identify an important relationship that they have studied in that text. Expect candidates to explain how their chosen relationship revealed fascinating insights about human nature in this text. Interpret "important relationship" liberally. Candidates must support their response with reference to the text. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

(b)   In relation to at least two texts on your comparative course, compare the reasons why an important relationship between two characters in each of your chosen texts did or did not change over the course of the texts.
Support your response with reference to your chosen texts. **(40)**

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

Expect candidates to discuss at least two texts on their comparative course. Candidates should compare the reasons why an important relationship between two characters in each of their chosen texts did or did not change over the course of the texts.

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

2. (a) (i) Name one text on your comparative course. Identify an important relationship, between two characters, in this text. Imagine you are one of the characters in this relationship and you are keeping a diary. Write two diary entries as your chosen character in which you, firstly, reflect on a positive aspect of the other's character and, secondly, reflect on a negative aspect of the other's character. (15)

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

Expect candidates to name one of the texts on their comparative course and to identify an important relationship between two characters in this text. Candidates should imagine they are one of the characters in this relationship and that they are keeping a diary to reflect on it. Candidates should write two diary entries as their chosen character in which they firstly, reflect on a positive aspect of the other's character and secondly, reflect on a negative aspect of the other's character. Candidates must support their response with reference to a key moment or key moments in the text. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

(ii) Name another text on your comparative course. Identify an important relationship, between two characters, in this text. Imagine you are one of the characters in this relationship and you are keeping a diary. Write two diary entries as your chosen character in which you, firstly, reflect on a positive aspect of the other's character and, secondly, reflect on a negative aspect of the other's character. Support your response with reference to a key moment or moments from your chosen text. (15)

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

Expect candidates to name another of the texts on their comparative course and to identify an important relationship between two characters in this text. Candidates should imagine they are one of the characters in this relationship and that they are keeping a diary to reflect on it. Candidates should write two diary entries as their chosen character in which they firstly, reflect on a positive aspect of the other's character and secondly, reflect on a negative aspect of the other's character. Candidates must support their response with reference to a key moment or key moments in the text. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

(b) In relation to at least two texts on your comparative course, compare the reasons why an important relationship between two characters in each of your chosen texts did or did not change over the course of the texts. Support your response with reference to your chosen texts. (40)

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

Expect candidates to discuss at least two texts on their comparative course. Candidates should compare the reasons why an important relationship between two characters in each of their chosen texts did or did not change over the course of the texts.

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

SECTION III　　　　　　　POETRY　　　　　　　(70 MARKS)

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

UNSEEN POEM (20 marks)

1. What impression do you get of the speaker in this poem? Explain your response with reference to the poem.

Expect candidates to discuss their impression of the speaker in the poem. Allow for a broad interpretation and impression of the speaker. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- The speaker is young, thoughtful and inquisitive
- The boy is intelligent, aware and considerate
- He is naïve and innocent
- Etc.

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

2. Do you think the poet's use of language and imagery captures the view of a small boy effectively? Explain your response with reference to the poem.

Expect candidates to discuss the poet's use of language and imagery and how effectively it captures the view of the small boy in the poem. Consideration should be given to all aspects of the response with regard to the Criteria for Assessment. Reward focus, development, support, clarity and accuracy.

Indicative Material:
- The language is simple and straight forward
- A lot of the images are visual
- Enjambment captures the frenetic nature of his first day experience
- Etc

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

PRESCRIBED POETRY (50 marks)

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

A   Genetics

1   **(a)**   **Which line or phrase from Sinead Morrissey's poem 'Genetics' did you find most thought provoking? Give reasons for your answer, supporting them with references to the poem.**   **(15)**

Candidates are free to choose any line or partial line from the poem but must give credible reasons why they find them thought provoking. Interpret 'a line or phrase' loosely. Reward focus, clarity of expression and accuracy.

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

    (b)   **"The poem 'Genetics' by Sinéad Morrissey left me feeling…"**
            Identify two emotions you felt after reading Morrissey's poem. Explain why you felt these emotions. Support your answer with reference to the poem.   **(15)**

Expect candidates to identify two emotions they felt after reading the poem. Allow for a broad range of suggestions within reason. Candidates should support their responses with reference to the poem. Reward focus, clarity of expression and accuracy.

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

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

    (i)   **As a revision exercise, before your Leaving Certificate examination, your English teacher has asked you to deliver a brief presentation to your class about the poem you believe you will still remember in twenty years' time. Write the text of your presentation, using 'Genetics' by Sinéad Morrissey as your chosen poem. Support your response with reference to 'Genetics'. Your response should demonstrate your knowledge of the poem.**

Expect candidates to give a presentation to their peers in which they argue that they will still remember the poem 'Genetics' in twenty years' time. Allow for a broad range of ideas. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:

- Long-lasting thought-provoking themes
- Clever language and imagery
- Relevant through time
- Etc

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

(ii)   There has been an ongoing debate on a popular radio call-in show about whether or not students of English should continue to study poetry in the future. Some callers have been arguing that there is little to be gained from studying poetry and that more relevant things should be taught in English class today. You disagree with this view and decide to call in, using 'Genetics' by Sinéad Morrissey to support your opinions. Your response should demonstrate your knowledge of the poem.

Expect candidates to argue that poetry should still be taught in English class today and remains relevant. Candidates must use the poem Genetics to support their argument. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative material

- Long-lasting, universal, thought-provoking themes
- Beautiful, memorable use of language
- Interesting title
- Interesting rhyme, sound and rhythm
- Etc

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

(iii)   The imagery Sinéad Morrissey uses in her poem 'Genetics' helps the reader to understand the interesting themes in the poem. Discuss this view? Support your response with reference to 'Genetics'. Your response should demonstrate your knowledge of the poem.

Expect candidates to explore the way the poet uses imagery to help the reader to understand the themes in her poem. Reward candidates with an appreciation of the relationship the connection between language use and meaning. Candidates must support their response with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:
- Deep exploration of relationships through hands
- The images of hands linking generations
- Religious imagery
- Image of childhood games
- Images of marriage
- Etc.

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

B　　　This Moment

1.　**(a)　Which line or phrase from Eavan Boland's poem 'This Moment' did you find most thought-provoking?　Give reasons for your answer, supporting them with reference to the poem.**　　　　　**(15)**
　　Candidates are free to choose any line or partial line from the poem but must give credible reasons why they find them thought provoking.　Interpret 'a line or phrase' loosely.　Reward focus, clarity of expression and accuracy

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

　　(b)　"The poem 'This Moment' by Eavan Boland left me feeling…"
　　Identify two emotions you felt after reading Boland's poem.　Explain why you felt these emotions.　Support your answer with reference to the poem.　　　**(15)**
　　Expect candidates to identify two emotions they felt after reading the poem. Allow for a broad range of suggestions within reason.　Candidates should support their responses with reference to the poem.　Reward focus, clarity of expression and accuracy.

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

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

　　(i)　As a revision exercise, before your Leaving Certificate, your English teacher has asked each member of your class to deliver a brief presentation to the class about the poem they believe they will still remember in twenty years' time.　Write the text of the presentation you would give, using 'This Moment' by Eavan Boland as your chosen poem.　Support your response with reference to 'This Moment'.　Your response should demonstrate your knowledge of the poem.

Expect candidates to give a presentation to their peers in which they argue that they will still remember the poem 'This Moment' in twenty years' time.　Allow for a broad range of ideas.　Candidates should support their ideas with reference to the poem.　Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:

- Long-lasting thought-provoking themes
- Clever language and imagery
- Relevant through time
- Etc.

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

　　(ii)　There has been an ongoing debate on a popular radio call-in show about whether or not students of English should continue to study poetry in the future.　Some callers have been arguing that there is little to be gained from studying poetry and that more relevant things should be taught in English class today.　You disagree with this view and decide to call in using

'This Moment' by Eavan Boland to support your opinions. Your response should demonstrate your knowledge of the poem.

Expect candidates to argue that poetry should still be taught in English class today and remains relevant. Candidates must use the poem "This Moment" to support their argument. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material

- Long-lasting, universal, thought-provoking themes
- Beautiful, memorable use of language
- Interesting title
- Interesting rhyme, sound and rhythm
- Etc

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

(iii)   **The imagery Eavan Boland's uses in her poem 'This Moment' helps the reader to understand the interesting themes in the poem. Do you agree or disagree with this view? Support your response with reference to 'This Moment'. Your response should demonstrate your knowledge of the poem.**

Expect candidates to explore the way the poet uses imagery to help the reader to understand the themes in her poem. Reward candidates with an appreciation of the relationship the connection between language use and meaning. Candidates must support their response with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:
- Image of fruit ripening may suggest decay
- Simple domestic images
- Images of love
- Images of light / shade to suggest slow passing of time
- Etc

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

C   Preludes

1. (a)   **Which line or phrase from this extract of T.S. Eliot's poem 'Preludes' did you find most thought-provoking? Give reasons for your answer, supporting them with reference to the poem.**   **(15)**

   Candidates are free to choose any line or partial line from the poem but must give credible reasons why they find them thought provoking. Interpret 'a line or phrase' loosely. Reward focus, clarity of expression and accuracy.

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

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

   (b)   **"The poem 'Preludes' by T.S. Eliot left me feeling…"**
   Identify two emotions you felt after reading Eliot's poem. Explain why you felt these emotions. Support your answer with reference to the poem.   **(15)**

Expect candidates to identify two emotions they felt after reading the poem. Allow for a broad range of suggestions within reason. Candidates should support their responses with reference to the poem. Reward focus, clarity of expression and accuracy.

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

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

   (i)   As a revision exercise, before your Leaving Certificate, your English teacher has asked each member of your class to deliver a brief presentation to the class about the poem they believe they will still remember in twenty years' time. Write the text of the presentation you would give, using 'Preludes' by T.S. Eliot as your chosen poem. Support your response with reference to 'Preludes'. Your response should demonstrate your knowledge of the poem.

Expect candidates to give a presentation to their peers in which they argue that they will still remember the poem 'Preludes' in twenty years' time. Allow for a broad range of ideas. Candidates should support their ideas with reference to the poem.

Indicative Material:

- Long-lasting thought-provoking themes
- Clever language and imagery
- Relevant through time
- Etc.

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

(ii) **There has been an ongoing debate on a popular radio call-in show about whether or not students of English should continue to study poetry in the future. Some callers have been arguing that there is little to be gained from studying poetry and that more relevant things should be taught in English class today. You disagree with this view and decide to call in using 'Preludes' by T.S. Eliot to support your opinions. Your response should demonstrate your knowledge of the poem.**

Expect candidates to argue that poetry should still be taught in English class today and remains relevant. Candidates must use the poem Preludes to support their argument. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material

- Long-lasting, universal, thought-provoking themes
- Beautiful, memorable use of language
- Interesting title
- Interesting rhyme, sound and rhythm
- Etc.

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

(iii) **The imagery T.S. Eliot uses in his poem 'Prelude' helps the reader to understand the interesting themes in the poem. Do you agree or disagree with this view? Support your with reference to 'This Moment'. Your response should demonstrate your knowledge of the poem.**

Expect candidates to explore the way the poet uses imagery to help the reader to understand the themes in his poem. Reward candidates with an appreciation of the relationship the connection between language use and meaning. Candidates must support their response with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:
- Images of winter suggest decay
- Images of light remind us of hope
- Images of isolation and solitude
- Etc.

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

D   The Artane Band

1. **(a)   Which line or phrase from Jessica Traynor's poem 'The Artane boys' Band did you find most thought-provoking? Give reasons for your answer, supporting them with   reference to the poem.   (15)**

   Candidates are free to choose any line or partial line from the poem but must give credible reasons why they find them thought provoking. Interpret 'a line or phrase' loosely. Reward focus, clarity of expression and accuracy

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

   (b)   "The poem 'left me feeling…"
   Identify two emotions you felt after reading Traynor's poem.
   Explain why you felt these emotions. Support your answer with reference to the poem.   (15)

   Expect candidates to identify two emotions they felt after reading the poem. Allow for a broad range of suggestions within reason. Candidates should support their responses with reference to the poem. Reward focus, clarity of expression and accuracy.

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

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

   (i)   As a revision exercise, before your Leaving Certificate, your English teacher has asked you to deliver a brief presentation to the class about a poem you believe they will still remember in twenty years' time. Write the text of your presentation, using 'The Artane Band' by Jessica Traynor as your chosen poem. Support your response with reference to "The Artane Band". Your response should demonstrate your knowledge of the poem.

Expect candidates to give a presentation to their peers in which they argue that they will still remember the poem 'The Artane Band' in twenty years' time. Allow for a broad range of ideas. Candidates should support their ideas with reference to the poem

Indicative material:

- Long-lasting thought-provoking themes
- Clever language and imagery
- Relevant through time
- Etc.

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

OR

   (ii)   There has been an ongoing debate on a popular radio call-in show about whether or not students of English should continue to study poetry in the future. Some callers have

been arguing that there is little to be gained from studying poetry and that more relevant things should be taught in English classes today. You disagree with this view and decide to call in using 'The Artane Band' to support your opinions. Your response should demonstrate your knowledge of the poem.

Expect candidates to argue that poetry should still be taught in English class today and remains relevant. Candidates must use the poem The Artane Band to support their argument. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material

- Long-lasting, universal, thought-provoking themes
- Beautiful, memorable use of language
- Interesting title
- Interesting rhyme, sound and rhythm
- Etc

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

(iii)   The imagery Jessica Traynor uses in her poem 'The Artane Band' helps the reader to understand the interesting themes in the poem. Do you agree or disagree with this view? Support your response with reference to 'The Artane Band'. Your response should demonstrate your knowledge of the poem.

Expect candidates to explore the way the poet uses imagery to help the reader to understand the themes in her poem. Reward candidates with an appreciation of the relationship between language use and meaning. Candidates must support their response with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:
- The child imagery is connected with innocence and naivety
- The band's music highlights the theme of masking suffering
- The coliseum image reinforces the relationship between public entertainment and trauma
- Etc.

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

E – I HEARD A FLY BUZZ – WHEN I DIED

1. **(a)   Which line or phrase from Emily Dickenson's poem 'I heard a Fly buzz – when I died' did you find most thought-provoking? Give reasons for your answer, supporting them with reference to the poem.** **(15)**

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

Candidates are free to choose any line or partial line from the poem but must give credible reasons why they find them thought-provoking. Interpret 'a line or phrase' loosely. Reward focus, clarity of expression and accuracy.

(b)   "The poem, 'I heard a Fly buzz – when I died' by Emily Dickenson left me feeling…"? Identify two emotions you felt after reading Dickenson's poem. Explain why you felt these emotions. Support your answer with reference to the poem. **(15)**

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

Expect candidates to identify two emotions they felt after reading the poem. Allow for a broad range of suggestions within reason. Candidates should support their responses with reference to the poem. Reward focus, clarity of expression and accuracy.

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

(i)   As a revision exercise, before your Leaving Certificate, your English teacher has asked each you to deliver a brief presentation to the class about the poem they believe they will still remember in twenty years' time. Write the text of your presentation, using 'I Heard A Fly Buzz – When I Died' by Emily Dickinson as your chosen poem. Support your response with reference to 'I Heard A Fly Buzz – When I Died'. Your response should demonstrate your knowledge of the poem.

Expect candidates to give a presentation to their peers in which they argue that they will still remember the poem 'I Heard A Fly Buzz – When I Died' in twenty years' time. Allow for a broad range of ideas. Candidates should support their ideas with reference to the poem.

Indicative Material:

- Long-lasting thought-provoking themes
- Clever language and imagery
- Relevant through time
- Etc

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

(ii)   There has been an ongoing debate on a popular radio call-in show about whether or not students of English should continue to study poetry in the future. Some callers have been arguing that there is little to be gained from studying poetry and that more relevant things should be taught in English class today. You disagree with this view and decide to call in using 'I Heard a Fly buzz – When I died' by Emily Dickenson to support your opinions. Your response should demonstrate your knowledge of the poem.

Expect candidates to argue that poetry should still be taught in English class today and remains relevant. Candidates must use the poem I Heard a Fly Buzz – When I Died to support their argument. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material

- Long-lasting, universal, thought-provoking themes
- Beautiful, memorable use of language
- Interesting title
- Interesting rhyme, sound and rhythm
- Etc

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

(iii)   The imagery Emily Dickenson uses in her poem 'I Heard A Fly Buzz – When I Died' helps the reader to understand the interesting themes in the poem. Do you agree or disagree with this view? Support your response with reference to 'I Heard A Fly Buzz – When I Died'. Your response should demonstrate your knowledge of the poem.

Expect candidates to explore the way the poet uses imagery to help the reader to understand the themes in her poem. Reward candidates with an appreciation of the relationship between language use and meaning. Candidates must support their response with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:
- The imagery of the fly reminds us of decay
- Religious imagery
- Imagery of death
- Imagery of God
- Etc.

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

F   Revelation

1.   **(a)   Which line or phrase from Liz Lockhead's poem 'Revelation' did you find most thought-provoking? Give reasons for your answer, supporting them with reference to the poem.** (15)
Candidates are free to choose any line or partial line from the poem but must give credible reasons why they find them thought provoking. Interpret 'a line or phrase' loosely. Reward focus, clarity of expression and accuracy.

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

(b)   "The poem, ' Revelation' by Liz Lockhead left me feeling…"?
Identify two emotions you felt after reading Lockhead's poem. Explain why you felt these emotions. Support your answer with reference to the poem. (15)

Expect candidates to identify two emotions they felt after reading the poem. Allow for a broad range of suggestions within reason. Candidates should support their responses with reference to the poem. Reward focus, clarity of expression and accuracy.

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

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

(i)   As a revision exercise, before your Leaving Certificate, your English teacher has asked you to deliver a brief presentation to the class about a poem you believe they will still remember in twenty years' time. Write the text of your presentation, using 'Revelation' by Liz Lochead as your chosen poem. Support your response with reference to "Revelation". Your response should demonstrate your knowledge of the poem.

Expect candidates to give a presentation to their peers in which they argue that they will still remember the poem 'Revelation' in twenty years' time. Allow for a broad range of ideas. Candidates should support their ideas with reference to the poem

Indicative material:

- Long-lasting thought-provoking themes
- Clever language and imagery
- Relevant through time
- Etc

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

(ii)   There has been an ongoing debate on a popular radio call-in show about whether or not students of English should continue to study poetry in the future. Some callers have been arguing that there is little to be gained from studying poetry and that more relevant things should be taught in English classes today. You disagree with this view and decide to call in using 'Revelation' to support your opinions. Your response should demonstrate your

knowledge of the poem.

Expect candidates to argue that poetry should still be taught in English class today and remains relevant. Candidates must use the poem Revelation to support their argument. Candidates should support their ideas with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material

- Long-lasting, universal, thought-provoking themes
- Beautiful, memorable use of language
- Interesting title
- Interesting rhyme, sound and rhythm
- Etc.

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

OR

(iii) Liz Lockhead's use of imagery in her poem 'Revelation' helps the reader to understand the interesting themes in the poem. Do you agree or disagree with this view? Support your response with reference to 'Revelation'. Your response should demonstrate your knowledge of the poem.

Expect candidates to explore the way the poet uses imagery to help the reader to understand the themes in her poem. Reward candidates with an appreciation of the relationship the connection between language use and meaning. Candidates must support their response with reference to the poem. Reward focus, development of ideas, clarity of expression and accuracy.

Indicative Material:
- Animal imagery suggests power and danger
- Imagery of darkness and light
- Images of emotional awakening
- Loss of innocence
- Etc.

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

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT.

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

ASSESSMENT CRITERIA – GRADE GRID

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

Discrete Criteria:

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

50 Marks	01	02	03	04	05	06	07	08
	50-45	44-40	39-35	34-30	29-25	24-20	19-15	14-0
30%	15-14	12	11	9	8	6	5	4-0
10%	5	4	3	3	2	2	1	1-0

40 Marks	01	02	03	04	05	06	07	08
	40-36	35-32	31-28	27-24	23-20	19-16	15-12	11-0
30%	12-11	10	9	8	6	5	4	3-0
10%	4	3	3	2	2	1	1	1-0

30 Marks	01	02	03	04	05	06	07	08
	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

	01	02	03	04	05	06	07	08
20 Marks	20-18	16	14	12	10	8	6	5-0
P&C 12	12-11	10	9	8	6	5	4	3-0
L&M 8	8	7	6	5	4	3	3	2-0

	01	02	03	04	05	06	07	08
15 Marks	15-14	12	11	9	8	6	5	4-0
P&C 9	9	8	7	6	5	4	3	2-0
L&M 6	6	5	4	4	3	2	2	1-0

	01	02	03	04	05	06	07	08
10 Marks	10-9	8	7	6	5	4	3	2-0
P&C 6	6	5	4	4	3	2	2	1-0
L&M 4	4	3	3	2	2	1	1	1-0

REASONABLE ACCOMMODATIONS

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

A modified marking scheme will apply as follows:

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

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

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

Example:

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

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

Note:

In using the Combined Criteria the following will apply:

Questions valued at 20 marks are assessed out of 18 marks

Questions valued at 15 marks are assessed out of 13 marks

Questions valued at 10 marks are assessed out of 9 marks.

Online Marking Annotations		
Symbol	**Description**	**Denoting**
✔	Tick	Correct, Relevant, Valid, Of Merit
[~~~]	Horizontal Wavy Line	Error Underlined
[vertical wavy line]	Vertical Wavy Line	Page Seen/Inefficient use of language
MMS	Letters MMS in a box	Modified Marking Scheme Applied
INVL	Letters INVL in a box	Text used in an invalid fashion See "Important Note" Page 45

LEAVING CERTIFICATE ENGLISH

CRITERIA FOR ASSESSMENT.

Clarity of Purpose	Engagement with the set task	e.g. relevance, focus, originality, freshness, evidence of critical literacy (where appropriate), clear aim, understanding of genre	Percentage Weighting 30
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Efficiency of Language use	Management and control of language to achieve clear communication	e.g. vocabulary, syntax, sentence patterns, punctuation appropriate to the register, use of lively interesting phrasing, energy, style, fluency appropriate to the task	30
Accuracy of Mechanics	Spelling Grammar	e.g. appropriate levels of accuracy in spelling grammatical patterns appropriate to the register	10