



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

Marking Scheme

English

Ordinary Level

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

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

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work. In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

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

CRITERIA FOR ASSESSMENT.

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

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

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

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

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

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

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

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

The list of texts prescribed for assessment in 2026 is set out in the appropriate DES Circular **0016/2024**

Use of Codes

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

Use the full range of marks available.

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

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

General – Paper 1

“This paper will be specifically aimed at testing the comprehending and composing abilities of students.” (DES English Syllabus, 7.3, p 19).

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.

SECTION I

COMPREHENDING

(100 marks)

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

Text 1

Question A – 50 Marks

- (i) What impression do you form of Mrs Arkinson from reading the above extract? Make three points in your response. Support your answer with reference to the text. (15)

Expect candidates to identify three aspects of Mrs Arkinson's character as revealed in the passage. Candidates are expected to make three points in their responses. Candidates are expected to support their answer with reference to the text. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark ex 15

Indicative Material:

- Confident/assertive/firm
- Experienced as a teacher using teaching strategies
- Kind/loving
- Empathetic – can see the world from Katriona's point of view as an Irish migrant
- Very good with children
- Observant/intuitive – can read between the lines
- Positive/affirmative
- Motivating
- Etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Good writing often consists of creating a sense of place and atmosphere. How well do you think Katriona O'Sullivan achieves this? Give reasons for your answer. Support your answer with reference to the text. (15)

Expect candidates to explain whether or not they think the writer creates a sense of time and space. Candidates are free to agree or disagree with the view. In either case, they should give reasons for their views, supported by reference to the extract. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark Ex 15

Indicative Material:

- Her description of action is good – short sentences
- Good sense of chaos her brother creates
- Good descriptive images
- Use of senses sound ‘screaming hissing mess’
- Use of dialogue – creates sense of place – teacher’s control of environment
- Use of child’s perspective – creates sense of tension in place at first – then comfort, warmth
- Sight, smell, sound – all suggesting the sensual experience of the place to the child
- Not enough description of place
- Confused about what is going on in place
- Child’s view – gives limited perspective
- Etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) **In childhood we often meet interesting people or experience new events for the first time. Describe a moment from your childhood when you either met an interesting person or experienced a new event for the first time. Explain what your feelings were at the time.** (10)

Expect candidates to describe an experience of either meeting an interesting person **or** experiencing a new event for the first time. Allow for a broad definition of ‘interesting’. Accept that, to some candidates, the seemingly ordinary, if experienced for the first time, could hold interest for them. Allow for a broad range of approaches to the task. In particular, reward a reflective approach, where candidates illustrate genuine personal engagement with the task. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark ex 10

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **“The routines of school, the desk where I knew to sit, the timetable, my school dinners - that was what I needed.” Explain what you think Katriona O’Sullivan means by this.** (10)

Expect candidates to explain what they think the writer is saying in the phrase identified. In essence, she is saying that her experience of school at the time was a positive one. It was something that helped her at the time. In particular, she identifies the fact that school gave her life structure and certainty. These were habits, perhaps, otherwise absent in her life. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark ex 10

Combined Criteria ex 10	P + C = 6	L + M = 4
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Candidates may NOT answer Question A and Question B on the same text.

Question B – 50 Marks

You are in your final year of second-level school, and have been asked to give a talk, on an open day, to incoming first year students about moving from primary to second-level school. Write the text of the talk you would deliver. In your talk you should: introduce yourself and greet the new students, putting them at their ease, reflect on your own first days or weeks in the school, and offer them some helpful advice on how to adjust to the change. Your talk may be serious or humorous or a mixture of both.

Expect candidates to write the text of a talk for delivery on an open day, to incoming first years about moving from primary to second-level school. In their talk, candidates should introduce themselves and greet the new students, putting them at their ease; reflect on their own first few days or weeks in the school; and offer first years some helpful advice on how to adjust to the change. The talk may be serious or humorous or a mixture of both. 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, coherence and the development of 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.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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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) What impression do you form of Andrew from reading the above extract? Make three points in your response. Support your answer with reference to the text. (15)**

Expect candidates to identify three aspects of Andrew's character as revealed in the passage. Candidates are expected to make three points in their responses. Candidates are expected to support their answer with reference to the text. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark Ex 15

Indicative Material:

- Irritable, impatient with others
- Judgemental
- Fussy – germophobe
- Anxious – easily stressed
- Insecure
- Wants a quiet life
- Finds minding the children a challenge
- Easily panics
- Etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Good writing often consists of creating a sense of place and atmosphere. How well do you think Jan Carson achieves this? Give reasons for your answer. Support your answer with reference to the text. (15)**

Expect candidates to explain whether or not they think that the writer creates a sense of time and space. Candidates are free to agree or disagree with the view. In either case, they should give reasons for their views, supported by reference to the extract. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark Ex 15

Indicative Material:

- Use of imagery – cavernous bowels – Superman style – suggesting how unique this place is
- Does/not appeal to the senses – the noise is deafening - grubby looking table
- Use of short sentences – creates a sense of the energy of the place – 'He's at it now'
- Use of similes – like rockets -like bullets fired from a gun – create sense of hyper energy

- Use of short pithy dialogue – suggests sense of energy, panic and chaos
- Contrasting with the energy in the place ‘He walks sedately...’
- Etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) **In childhood we often meet interesting people or experience new events for the first time. Describe a moment from your childhood when you either met an interesting person or experienced a new event for the first time. Explain what your feelings were at the time. (10)**

Expect candidates to describe an experience of either meeting an interesting person **or** experiencing a new event for the first time. Allow for a broad definition of ‘interesting’. Allow for a broad range of approaches to the task. Accept that, to some candidates, the seemingly ordinary, if experienced for the first time, could hold interest for them. In particular, reward a reflective approach, where candidates illustrate genuine personal engagement with the task. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark ex 10

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **“Shauna, his wife, would’ve known to bring the buggy. She uses the buggy as a restraining device.” Explain what you think Jan Carson is saying in this line. (10)**

Expect candidates to explain what they think the writer is saying in the phrase identified. In essence, she is describing how Shauna would have been more prepared than her husband, Andrew. She would have known that the buggy would have been useful to restrain the child, rather than letting Angus run free. Reward sustained focus, clarity of expression, coherence and the development of 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
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Candidates may NOT answer Question A and Question B on the same text.

Question B – 50 Marks

You are chairperson of the local community council. The council is launching a project to create, 'A Playground for the Future' that will entertain and inspire local children. You have decided to seek funds from local businesses for this project. Write the email you would send to the local businesses. In your email you should: describe some of the interesting equipment and activities you would like to put in the playground, explain the benefits you believe it will bring to the community, and outline why you feel each business will benefit from donating money towards this project.

Expect candidates to write the text of an email to local businesses seeking funding for a proposed new playground. In their email candidates should: describe some of the interesting equipment and activities they would like to put in the playground; explain the benefits they believe it will bring to the community; and outline why they feel each business will benefit from donating money towards this project. 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, coherence and the development of 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.

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

Text 3

Question A – 50 Marks

- (i) Based on your reading of the above written list, what two pieces of advice do you consider most valuable? Explain why you consider them to be the most valuable. What one piece of advice do you consider to be the least valuable? Explain why you consider it the least valuable. (15)

Expect candidates to identify two pieces of advice that they consider most valuable and one piece of advice that they consider least valuable. Candidates are free to choose from either list. They may choose entirely from one list if desired. In the case of each piece of advice chosen, candidates must explain the reason for their choice. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark Ex 15

Indicative Material:

- Advice is old fashioned
- Advice is out dated would not be relevant today
- Advice is relevant to today's world
- Views expressed would not be acceptable today
- There is more mutual respect between the generations
- Violence is not acceptable – assault
- Views are 'Political Correctness' gone mad
- Someone has to be in charge
- Adults know what they are talking about from life experience
- Etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) The theme of this examination paper is 'Childhood'. Based on what you see in the visual images in TEXT 3 above, which two images do you think show the most important aspects of childhood? In both cases, describe what you see and explain the reasons for your choice. (15)

Expect candidates to nominate two of the visual images in TEXT 3. Candidates are free to choose any two of the four images. Candidates should explain the aspects of childhood revealed by the images and, either implicitly or explicitly, account for why they feel they are the most important aspects shown. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark Ex 15

Indicative Material:

- Image shows the importance of play
- Image shows the importance of getting dirty and engrossed in play
- Images demonstrate the importance of gender equality
- Image shows the value of education
- Image shows the importance of friendship
- Image shows the importance of belonging/fitting in
- Etc.

Combined Criteria ex 15	P+C = 9	L + M = 6
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- (iii) (a) In childhood we often meet interesting people or experience new events for the first time. Describe a moment from your childhood when you either met an interesting person or experienced a new event for the first time. Explain what your feelings were at the time. (10)

Expect candidates to describe an experience of either meeting an interesting person **or** experiencing a new event for the first time. Allow for a broad definition of 'interesting'. Allow for a broad range of approaches to the task. Accept that, to some candidates, the seemingly ordinary, if experienced for the first time, could hold interest for them. In particular, reward a reflective approach, where candidates illustrate genuine personal engagement with the task. Reward sustained focus, clarity of expression, coherence and the development of 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.

Mark ex 10

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) You have been asked to add two new pictures to the collection of photographs in TEXT 3, showing what you believe are other important aspects of childhood. In both cases, outline what the pictures would show and explain why you would add these photographs to the collection. (10)

Expect candidates to suggest two further pictures to be added to the collection of photographs showing important aspects of childhood. Expect candidates to come up with new pictures showing important aspects of childhood. Allow for a broad range of responses. Candidates must explain why they believe these pictures are deserving of being added to the collection of photographs in TEXT 3. Reward sustained focus, clarity of expression, coherence and the development of 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
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Candidates may NOT answer Question A and Question B on the same text.

Question B – 50 Marks

Write a short dialogue between a parent and a child where a heated discussion occurs. The two characters have differing views concerning the child's use of his or her phone and social media. In your dialogue you should: outline the different views of each character, reach a high level of emotion in the argument, and find a compromise that both characters agree on in the end.

Expect candidates to write a **dialogue** between a parent and a child where a heated discussion occurs based around their differing views concerning the child's use of his or her phone and social media. In the dialogue candidates should outline the different views of each character; bring the argument to a high level of emotion; and reach a compromise which both parent and child agree to in the end. 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, coherence and the development of 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.

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

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. One piece of advice given in TEXT 3 is to ‘encourage independence’ in children.

Write a personal essay in which you reflect on how important independence is to you in your life.

Candidates should write in a reflective manner on how important independence is to them in their life. 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 how important independence is to them in their life
Understanding of genre – the writing should be shaped as a personal essay e.g. written from the perspective of the engaged ‘I’/personal register/written in the first person/reflective insights/confessional tone/individual observation/use of personal anecdotes/include pertinent personal details/strongly held personal views and opinions/use of authentic personal voice, etc.
Relevance
Originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed; effective shaping of the personal essay; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics

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

2. One piece of advice in TEXT 3 suggests that children should not be praised excessively because it could lead to arrogance.

Write a short story, where a character's arrogance leads to disastrous consequences.

Candidates should write a **short story** where a character's arrogance leads to disastrous consequences. The story may be serious or humorous or both. 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** where a character's arrogance leads to disastrous consequences.
 Understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.
 Relevance
 Originality and freshness, etc.
- C: The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L: Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M: Accuracy of mechanics

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

3. In TEXT 2, Andrew faces some of the challenges involved in bringing up children.

Write a speech for or against the motion that: 'All those planning to become parents should be required to do an intensive training course beforehand.'

Candidates should write a speech, in which they argue for or against the motion that: 'All those planning to become parents should be required to do an intensive training course beforehand.'

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 those planning to become parents should be required to do an intensive training course beforehand.'

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

4. The views in TEXT 3 are supposed to represent good advice.

Write an opinion piece for a newspaper, in which you advise readers about how to be a valuable and involved citizen in today's world.

Candidates should write an opinion piece for a newspaper in which they you advise readers about how to be a valuable and involved citizen in today's world. The opinion piece may be serious, humorous or a combination of both. Allow for a broad definition of what constitutes an 'opinion piece'. 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 **opinion piece** for a newspaper in which they you advise readers about how to be a valuable and involved citizen in today's world
Understanding of genre – the writing should be shaped as an opinion piece, possibly including a heading or title. The tone and register should be suitable to a newspaper opinion piece
Relevance
Originality and freshness, etc.
- C:** The extent to which the piece 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. TEXT 2 is set in *Bouncy Bob's*, a children's play centre.

Write a short story, set in a children's play centre, where a mystery is solved by a gang of curious toddlers.

Candidates should write a **short story** set in a children's play centre, where a mystery is solved by a gang of inquisitive toddlers. The story may be serious or humorous or both. 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** set in a children's play centre, where a mystery is solved by a gang of curious toddlers
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. TEXT 1 is set in Katriona O’Sullivan’s primary school.

Write an article for a magazine in which you discuss some aspects that would, in your view, create ‘The Ideal School’. Your article can be serious or humorous or both.

Candidates should write an article for a magazine in which they discuss some aspects that would, in their view, create ‘The Ideal School’. The article may be serious, humorous or a combination of both. Allow for a broad definition of what constitutes an ‘article’. 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** for a magazine in which they discuss some aspects that would, in their view, create ‘The Ideal School’
Understanding of genre – the writing should be shaped as an opinion piece, possibly including a heading or title. The tone and register should be suitable to a magazine article/
opinion piece
Relevance
Originality and freshness, etc.
- C:** The extent to which the piece 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

7. In TEXT 2, the teenage employees at *Bouncy Bob's* appear to have difficult jobs.

Write a personal essay in which you reflect on some of the worst jobs (paid or unpaid) that you have ever had to carry out.

Candidates should write in a reflective manner on some of the worst jobs (paid or unpaid) that they have ever had to carry out. 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 worst jobs (paid or unpaid) that they have ever had to carry out.
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

Paper II

SECTION I

THE SINGLE TEXT

(60 MARKS)

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

A. THE TENANT OF WILDFELL HALL – Anne Brontë

1. (a) Identify a character from *The Tenant of Wildfell Hall* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.

Support your response with reference to the text.

(10)

Expect candidates to choose a character from the novel and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Protection, Helen is motivated to protect her son
- Love, Helen's love for her son
- Arthur, addiction/alcohol
- Other characters motivated by social status/position
- Narrator – narcissism/social status
- Helen, the need for independence
- Lawrence, love for protection of his sister
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on the front cover of a new edition of Brontë's novel, *The Tenant of Wildfell Hall*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers.

Give a reason for your suggestion.

Support your response with reference to the text.

(10)

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in Brontë's novel, *The Tenant of Wildfell Hall*, are relevant for readers today? Discuss at least one aspect of the novel in your response. Support your response with reference to the text. (10)**

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Substance abuse is relevant today
- Coercive control is relevant today
- Societal control is/not relevant today
- Abusive families
- Helen, a feminist icon is/not relatable today
- Child protection is relevant today
- Love/infatuation is relevant today
- Social mannerisms/niceties - not relevant today
- Etc.
-

Combined Criteria ex 10	P + C = 6	L + M = 4
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- 2. "All texts leave a reader with some sense of hope."
You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *The Tenant of Wildfell Hall* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.**

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the 'article' format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Helen escapes Arthur's cruel world, hope
- Helen's love and protectiveness for her child, hope for humanity
- Helen's brother's assistance of her, hope and loyalty
- Helen's discovery of independence, hopeful
- Society is exclusive and judgemental, not hopeful
- Helen returns to her abuser, not hope
- Society is claustrophobic and intrusive, not hope
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. **"A reader can gain many fascinating insights about how power may be used, for good or bad, from Brontë's novel, *The Tenant of Wildfell Hall*."**

Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power or misused is used by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of 'fascinating'; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Social power is exerted over Helen to divulge her past
- Arthur's abusive control
- The power of addiction
- Women are generally less powerful, defined by relationships with men
- Power is inner resolve, Helen
- The power to endure
- Helen finds/achieves power through her own talents
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. **You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Tenant of Wildfell Hall* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.**

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of 'complicated'. Allow for a broad range of approaches to the task. Allow for a liberal approach to the 'debate' format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Helen's belief that she can redeem Huntington through marriage, complex
- Narrator's jealousy and violent actions
- Huntington's twisted psyche, dark complexity
- Helen's return to tend to her abuser
- The depths of Helen's resourcefulness
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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B. A RAISIN IN THE SUN – Lorraine Hansberry

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

1. (a) Identify a character from *A Raisin in The Sun* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)

Expect candidates to choose a character from the novel and to explain what they think is the main factor that motivates this character. Allow for a range or suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Lena, keeping the family together
- Lena bettering the family, bringing them up the social ladder
- Walter Lee, greed profit
- Beneatha, love, romance
- Beneatha, connection with cultural origins
- Karl Linder, racist, maintaining the status quo, segregation
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **Suggest an image, to put on the poster for a new production of Hansberry's play, *A Raisin in the Sun*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion.**
Support your response with reference to the text. (10)

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Image might exemplify a theme
- Image could sum up visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) **Do you think that the ideas explored in Hansberry's play, *A Raisin in The Sun*, are relevant for an audience today? Discuss at least one aspect of the play in your response.**
Support your response with reference to the text. (10)

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Substance abuse is relevant today
- Societal control is/not relevant today
- Abusive families is/not relevant
- Ma trying to protect her family, a feminist icon is/not relatable today
- Racism and discrimination is/not relevant today
- Cultural appropriation is/not relevant today
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. “All texts leave a reader with some sense of hope.”

You have been asked to submit a magazine article in response to this statement.

Write the text of your article using at least three aspects of *A Raisin in the Sun*

to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the ‘article’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Hope - Lena wants to better her family
- Beneatha represents the next generation, educated, suggests social improvement
- Beneatha wants to reconnect with cultural origins
- Not hopeful - Walter Lee is selfish and avaricious
- Racism still present
- Greed
- The Youngers are unable to escape their social background
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. “An audience member can gain many fascinating insights about how power may be used, for good or bad, from Hansberry’s play, *A Raisin in the Sun*.”

Describe three moments from the play when you see a character or characters using

power for good or bad. Explain what insights you gain from each of your chosen moments.

Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Social power is exerted over the family to maintain the status quo of society
- Racism reinforces segregation
- Power is often practised subtly
- Money is power, the bribe to exclude, its loss means powerlessness
- Women are generally less powerful, defined by relationships with men
- Power is inner resolve, Lena’s power to endure
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *A Raisin in the Sun* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of 'complicated'. Allow for a broad range of approaches to the task. Allow for a liberal approach to the 'debate' format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Lena's ambitions for the family are complex
- Beneatha's relationship with cultural past - we have complex makeup
- Ambition as a human motivator and what it can lead to is complex
- Bigotry and racism, dark and complicated side of human condition
- Walter Lee's betrayal
- The depths of Lena's resourcefulness/endurance
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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C. SIVE – John B. Keane

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

1. (a) Identify a character from *Sive* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)

Expect candidates to choose a character from the play and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Mena, Thomasheen and Mike, motivated by greed/money
- Security, a place in society partly motivates Mena
- Mena is resentful, displays dislike/personal animosity toward Nanna and Sive

- Freedom – independence
- Love/lust, Liam and Sean Dota
- Selfish/selfless,
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on a poster for a new production of of Keane’s play, *Sive*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion.**
- Support your response with reference to the text. (10)**

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of ‘important’. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in Keane’s play, *Sive*, are relevant for an audience today? Discuss at least one aspect of the play in your response. Support your response with reference to the text. (10)**

Mark Ex 10 marks

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Yes - Women treated as second class
- ‘Opportunities’ for women is/not relevant today
- Abusive families
- No – women have more say in their lives today
- Arranged marriages are a thing of the past
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. “All texts leave an audience with some sense of hope.”

You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *Sive* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the ‘article’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Disagree – Sive is sold like a commodity
- Lack of choice/personal autonomy
- Extent to which selfishness prevails
- Enduring poverty is widespread
- Sive’s complete lack of choice and her ultimate death
- Failure of real love
- Agree – real love /decency exists within Sive and Liam’s relationship
- Pats Bockock and Carthalawn tell about how society is changing
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. “An audience member can gain many fascinating insights about how power may be used, for good or bad, from Keane’s play, *Sive*.”

Describe three moments from the play when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Cruel abuse of power for personal gain in setting up the match
- Love corrupted by the power of money
- Thomasheen’s manipulative ways
- Power of love, examples of where it is not strong enough

- Social position or circumstances, influencing power/lack thereof
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Sive* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of 'complicated'. Allow for a broad range of approaches to the task. Allow for a liberal approach to the 'debate' format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Complexity of selfishness versus concern for others
- Complexity of love, its limitations and endurance
- Complexity of personal ambition
- Complexity of human desperation, Sive's plight
- Complexity of human relationships/dynamics
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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D. THE CRUCIBLE – Arthur Miller

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

1. (a) Identify a character from *The Crucible* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view. Support your response with reference to the text. (10)

Expect candidates to choose a character from the play and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Greed/money, Reverend Parris
- Ambition/social improvement, Abigail
- Security, a place in society, fear of unconventional motivate many in Salem
- Reputation, Procter dies, in part, to protect his good name
- Survival, self interest
- Love, Elizabeth forgives her husband
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on a poster for a new production of Miller's play, *The Crucible*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion. Support your response with reference to the text. (10)**

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.
-

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in Miller's play, *The Crucible*, are relevant to an audience today? Discuss at least one aspect of the play in your response. Support your response with reference to the text. (10)**

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Yes - Women treated as second class
- Fear and indoctrination is still relevant
- Over influence of religion
- Opportunities for women is/not relevant today
- Not – women have more/less say in their lives today
- People are/not better-informed today
- Justice requires a higher burden of proof
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. “All texts leave an audience with some sense of hope.”

You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *The Crucible* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the ‘article’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- No – how easily people are brainwashed
- Most characters motivated by self interest
- False religion
- Infidelity
- Cruelty in guise of faith
- Women’s subservience
- Yes - Proctor’s principles
- Adherence to principle
- Elizabeth’s loyalty
- Good not rewarded
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. “An audience member can gain many fascinating insights about how power may be used, for good or bad, from Miller’s play *The Crucible*.”

Describe three moments from the play when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights

they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Power is used to serve self interest
- Characters have little independent power
- Women’s role is subservient
- You can/cannot remove yourself from societal influence
- Authority portrayed is corrupt
- Power is wielded brutally
- Etc

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Crucible* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of ‘complicated’. Allow for a broad range of approaches to the task. Allow for a liberal approach to the ‘debate’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative material:

- Complexity of selfishness versus concern for others
- Complexity of love
- Complexity of personal revenge
- Complexity of human desperation, Proctor’s plight
- Complexity of human relationships/dynamics
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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E. HAMNET – Maggie O’Farrell

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

1. (a) Identify a character from *Hamnet* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.

Support your response with reference to the text.

(10)

Expect candidates to choose a character from the novel and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Helping others, medicine - Agnes
- To be important in society, social status – William, John and Mary
- Wealth, John
- Security and prosperity, Mary
- Creativity, Agnes and William
- Ambition/social improvement – Mary, William
- Freedom/independence - Agnes
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on the front cover of a new edition of O’Farrell’s novel, *Hamnet*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion. Support your response with reference to the text. (10)**

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of ‘important’. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in O'Farrell's novel, *Hamnet*, are relevant for a reader today? Discuss at least one aspect of the novel in your response. Support your response with reference to the text. (10)

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Yes – Women still treated as second class
- Fear and indoctrination are still relevant
- Opportunities for women is/not relevant today
- Abusive families still exist
- No – women have more say in their lives today
- Fear of death/illness not as all-consuming today
- The benefits of herbal medicine are more accepted
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. “All texts leave a reader with some sense of hope.”

You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *Hamnet* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the ‘article’. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Yes -Power of love
- Agnes represents independent women
- Love between siblings
- Catharsis – finding a way to deal with loss
- Agnes's healing powers
- Agnes and Shakespeare oppose society
- No –the negative influence of family
- Prevalence of death, mortality, human vulnerability
- Poverty and the inability to subvert the class system
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. **“A reader can gain many fascinating insights about how power may be used, for good or bad, from O’Farrell’s novel *Hamnet*.”**
Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- The power of abusive parental figures
- Agnes’s stepmother and how she acquires power
- Agnes and Bartholemew’s treatment by Joan
- Agnes’s healing powers are an expression of her generosity of spirit
- Hamnet’s power to lift the burden of illness from Judith is the epitome of love
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. **You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that, in the future, there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Hamnet* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.**

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of ‘complicated’. Allow for a broad range of approaches to the task. Allow for a liberal approach to the ‘debate’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Hamnet’s sense of fear and isolation at the start of the novel
- Characters’ relationships with absent parent
- Characters’ attempts to deal with loss
- Agnes’s knowledge of herbalism and her generosity of spirit
- Complexity of inter-generational relationships
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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F. THE COVE – Ron Rash

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

1. (a) Identify a central character from *The Cove* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view. Support your response with reference to the text. (10)

Expect candidates to choose a character from the novel and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- To survive at all levels
- To be accepted in society
- To build relationships/love
- Security
- Ambition and personal betterment
- Selfish/selfless
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on the front cover of a new edition of Rash's novel, *The Cove*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion. Support your response with reference to the text. (10)

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in Rash's novel, *The Cove*, are relevant for a reader today? Discuss at least one aspect of the novel in your response. Support your response with reference to the text. (10)

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Women treated as second class
- Fear and indoctrination still relevant
- Opportunities are/not relevant today
- Survival in a hostile world
- Racial discrimination
- Attitudes towards difference
- Selfish ambition
- Unexpected twists in life
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. "All texts leave a reader with some sense of hope."
You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *The Cove* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the 'article'. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Yes - willingness to help a stranger
- Building relationships/finding love
- Inter-racial bonds
- No – Chauncey /hatred wins in the end
- Cowardice and selfishness prevail
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. “A reader can gain many fascinating insights about how power may be used, for good or bad, from Rash’s novel *The Cove*.”

Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Chauncey’s ego-driven power
- The power of love
- The power of kindness
- The power of sibling fidelity
- Abuse of force
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Cove* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of ‘complicated’. Allow for a broad range of approaches to the task. Allow for a liberal approach to the ‘debate’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Complications of love
- Complications of loyalty
- Contending with a political context impinging on relationships
- Darker side, complex humanity, hatred
- Self service
- Extent of human endurance/adaptability
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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G. MACBETH – William Shakespeare

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

1. (a) Identify a central character from *Macbeth* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)

Expect candidates to choose a character from the play and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Power – Macbeth/Lady Macbeth/Witches/Duncan/etc
- Survival
- Moral right
- Evil - witches
- To build relationships – love
- Security
- Ambition and personal betterment
- Selfish/selfless
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on a poster for a of a new production of Shakespeare's play, *Macbeth*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion.
Support your response with reference to the text. (10)

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment

- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in Shakespeare's play, *Macbeth*, are relevant for an audience today? Discuss at least one aspect of the play in your response. Support your response with reference to the text. (10)**

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Role of women
- Abuse of power
- Survival in a hostile world
- Violence in society
- Selfish ambition
- Political intrigue
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- 2. "All texts leave an audience with some sense of hope."
You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *Macbeth* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.**

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the 'article'. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Disagree – violence and brutality prevail
- Loyalty – non-existent
- Self-serving characters prevail
- Presence of evil
- Humans shown as weak
- Ambition over rides moral right
- Characters manipulated

- Agree – Lady Macbeth represents a powerful woman
- Good characters maintain moral code
- Macbeth's unwillingness to surrender
- Restoration of the natural order
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. **“An audience member can gain many fascinating insights about how power may be used, for good or bad, from Shakespeare’s play, *Macbeth*.”**

Describe three moments from the novel when you see a character or characters using Power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Macbeth usurping power
- Lady Macbeth’s manipulative power
- Witch’s power over Macbeth
- Duncan – poor king
- Macbeth the tyrant – abuse of power
- Malcolm and King Edward presented as benign rulers
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. **You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Macbeth* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.**

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of ‘complicated’. Allow for a broad range of approaches to the task. Allow for a liberal approach to the ‘debate’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Lady Macbeth - highly complex character – calling down evil
- Macbeth – vaulting ambition – no restraint
- Banquo’s cunning
- Malcolm’s cleverness
- Lady Macbeth’s disintegration – frailty of the human psyche
- Macbeth’s moral decline
- Relationship – from strength to weakness
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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H. DRACULA – BRAM STOKER

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

1. (a) **Identify a central character from *Dracula* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.**
Support your response with reference to the text. (10)

Expect candidates to choose a character from the novel and to explain what they think is the main factor that motivates this character. Allow for a range of suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Power – Dracula
- Survival
- Moral right, moral survival
- Pursuit of evil
- Love
- To protect relationships
- Safety for all
- Selfish/selfless
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) **Suggest an image, to put on the cover of new edition of Stoker's novel, *Dracula*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion.**
Support your response with reference to the text. (10)

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) **Do you think that the ideas explored in Stoker's novel, *Dracula*, are relevant for a reader today? Discuss at least one aspect of the novel in your response.**
Support your response with reference to the text. (10)

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Women treated as subservient victims
- We are not as superstitious today
- Fear is still relevant today
- Scientific knowledge is/not relevant today
- Survival in a hostile world, presence of evil
- Racial discrimination
- Attitudes towards difference
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. “All texts leave a reader with some sense of hope.”

You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *Dracula* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the ‘article’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative material:

- Disagree – violence and evil prevail
- Selfless characters prevail
- Brutality and violence common occurrence
- Presence of evil
- Human shown as weak
- Ambition overrides moral right
- Characters manipulated
- Agree - Good characters maintain moral good
- Loyalty and love are prevalent
- Restoration of moral order – victory over evil
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. “A reader can gain many fascinating insights about how power may be used, for good or bad, from Stoker’s novel, *Dracula*.”

Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Dracula’s evil power
- Power of love
- Power of knowledge
- Medicinal/scientific knowledge
- Power used for moral good

- Dracula's power over the innocent
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Dracula* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of 'complicated'. Allow for a broad range of approaches to the task. Allow for a liberal approach to the 'debate' format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Dracula is a highly complex character – epitome of evil
- The complexity of the human mind explored
- The vulnerability of humans to greater powers
- Importance of religion and belief
- Complexity of love / loyalty
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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I. THE UNDERGROUND RAILROAD – Colson Whitehead

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

1. (a) Identify a central character from *The Underground Railroad* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view. Support your response with reference to the text. (10)

Expect candidates to choose a character from the novel and to explain what they think is the main factor that motivates this character. Allow for a range of responses or suggestions within reason. Candidates should subsequently describe a moment from the text that illustrates their viewpoint. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Mark Ex 10 marks

Indicative Material:

- Power/ambition
- Survival
- Moral right
- Pursuit of evil, hatred of others, xenophobia
- Love
- Selfish/selfless
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (b) Suggest an image, to put on the cover of new edition of Whitehead's novel, *The Underground Railroad*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion. Support your response with reference to the text. (10)**

Expect candidates to suggest an appropriate image for the task. Candidates must give a reason for the suggestion that they make. Allow for a broad interpretation of 'important'. Allow for a literal or representative/abstract approach to the task. Expect candidates to address both aspects of the task in their response, (although not necessarily equally) i.e. the image should illustrate an important aspect of the text and attract attention. Candidates are expected to support their responses with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Image might exemplify a theme
- Image could visualise the tone or predominant mood
- Image could show the action in a key moment
- Image could be a representation of a key character
- Image could be an abstract illustration of an aspect of the text
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (c) Do you think that the ideas explored in Whitehead's novel, *The Underground Railroad*, are relevant for a reader today? Discuss at least one aspect of the novel in your response. Support your response with reference to the text. (10)**

Candidates may argue that an idea explored is or is not relevant. Candidates are expected to discuss at least one aspect of the text. Candidates should discuss the aspect(s), supporting their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Women treated as subservient - judged
- We are/not as parochial
- Fear of difference relevant
- War and the impact on the human psyche
- Racial discrimination
- Attitudes towards difference
- Unexpected twists in life
- Misanthropy/philanthropy still relevant
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. “All texts leave a reader with some sense of hope.”

You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *The Underground Railroad* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.

Expect candidates to write an article addressing the issue of a sense of hope in the text. Candidates are free to agree or disagree with the premise, or present an argument combining both. Allow for a liberal approach to the ‘article’. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Disagree – violence and evil prevail
- Selfless characters prevail
- Brutality and violence common occurrence
- Presence of evil/presence of good
- Human shown as weak
- Ambition over rides moral right
- Agree – Love and loyalty present
- Good characters maintain moral code, despite evil actions of others
- Hopeless ending, evil prevails
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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3. **“A reader can gain many fascinating insights about how power may be used, for good or bad, from Whitehead’s novel, *The Underground Railroad*.”**

Describe three moments from the novel when you see a character or characters using Power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.

Expect candidates to describe three moments from the text when power is used or misused by a character or characters in the text. Candidates must explain the insights they gain about power from the examples described. Allow for a broad definition of power – candidates may explore many different types of power. Allow for a broad definition of ‘fascinating’; treatment may be implicit. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative Material:

- Power of love
- Power of knowledge
- Power of community – to ostracise/include
- Power used for moral good/bad
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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4. **You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Underground Railroad* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.**

Expect candidates to discuss three examples of the complicated nature of the human condition to support the view that AI cannot imitate humans convincingly. Allow for a liberal definition of ‘complicated’. Allow for a broad range of approaches to the task. Allow for a liberal approach to the ‘debate’ format. Candidates should support their response with reference to the text. Reward an adherence to purpose, clarity, well-structured, well developed, clearly expressed and accurate responses.

Indicative material:

- The complexity of the human mind is explored – love/ambition/loyalty
- The vulnerability of humans to greater powers
- The ability to be philanthropic/misanthropic
- Complexity of love/loyalty
- Etc.

Discrete Criteria ex 30	P = 9	C = 9	L = 9	M = 3
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SECTION II THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A – Social Setting or B – Relationships or C – Hero, Heroine, Villain**. 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 SOCIAL SETTING

1. (a) (i) Name one text on your comparative course. Explain one way that the social setting of your chosen text differs from the social setting of the world in which you live. Describe at least one key moment from your chosen text that you think illustrates your point.

Support your response with reference to your chosen text.

(15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name one of the texts on the comparative course and to explain one way in which the social setting of their chosen text differs from the social setting of the world in which they live. Candidates are expected to describe a key moment from the chosen text that illustrates their point. 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. Explain one way that the social setting of this text differs from the social setting of the world in which you live. Describe at least one key moment from your chosen text that you think illustrates your point.

Support your response with reference to your chosen text.

(15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name another of the texts on the comparative course and to explain one way in which the social setting of their chosen text differs from the social setting of the world in which they live. Candidates are expected to describe at least one key moment from the chosen text that illustrates their point. Allow for a broad range of approaches to the task. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (b) In the case of at least two texts on your comparative course, compare the extent to which characters in the social settings of these texts were open to new ways of thinking or to new ways of doing things.

Support your response with reference to your chosen texts.

(40)

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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Expect candidates to compare the extent to which characters in the social settings of each of at least two texts on their comparative course texts showed an openness to new ways of thinking or to new ways of doing things. 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.

OR

2. (a) (i) Name one text on your comparative course. What aspect of the social setting, do you think, influenced the characters in this text most significantly? Describe at least one key moment from your chosen text that you think illustrates your choice. Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name one of the texts on the comparative course and to explain what aspect of the social setting of their chosen text influenced the characters in this text most significantly. Candidates are expected to describe a key moment from the chosen text that illustrates their point. 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. What aspect of the social setting, do you think, influenced the characters in this text most significantly? Describe at least one key moment from your chosen text that you think illustrates your choice. Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name another of the texts on the comparative course and to explain what aspect of the social setting of their chosen text influenced the characters in this text most significantly. Candidates are expected to describe a key moment from the chosen text that illustrates their point. Allow for a broad range of approaches to the task. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (b) In the case of at least two texts on your comparative course, compare the extent to which characters in the social settings of these texts were open to new ways of thinking or to new ways of doing things. Support your response with reference to your chosen texts. (40)

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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Expect candidates to compare the extent to which characters in the social settings of each of at least two texts on their comparative course texts showed an openness to new ways of thinking or to new ways of doing things. 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 RELATIONSHIPS

1. (a) (i) Name one text on your comparative course. Identify an important relationship in this text. Describe at least one key moment from this text when this relationship is tested by a challenge or an obstacle. Explain whether this test (or tests) made the relationship stronger or weaker.
Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name one of the texts on the comparative course and to identify an important relationship in that text. Allow for a liberal interpretation of 'important'. Candidates are expected to describe a key moment from the chosen text when their chosen relationship is tested by a challenge or obstacle – allow for a broad range of approaches as to what is defined as a challenge or obstacle. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (ii) Name another of the texts on your comparative course. Identify an important relationship in this text. Describe at least one key moment from this text when this relationship is tested by a challenge or an obstacle. Explain whether this test (or tests) made the relationship stronger or weaker.
Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name another text on the comparative course and to identify an important relationship in this text. Allow for a liberal interpretation of 'important'. Candidates are expected to describe a key moment from the chosen text when their chosen relationship is tested by a challenge or obstacle – allow for a broad range of approaches as to what is defined as a challenge or obstacle. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (b) In the case of one relationship from each of at least two texts on your comparative course, compare the extent to which you learned important life lessons from these relationships.
Support your response with reference to your chosen texts. (40)

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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Expect candidates to identify at least two texts on the comparative course. Assess each attempt on its own merits. Expect candidates to compare the extent to which they learned important life lessons from these texts. Allow a liberal interpretation of 'important'. 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.

OR

2. (a) (i) Name one text on your comparative course. Identify an important relationship between two characters in this text. In your view is the relationship you identified a respectful one? Explain your view. Describe at least one key moment from the text to illustrate your response. Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name one of the texts on the comparative course and to identify an important relationship in that text. Allow for a liberal interpretation of 'important'. Candidates are expected to describe a key moment from the chosen text that reveals whether the relationship identified is a respectful one. Candidates should use the chosen key moment to explain their view. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (ii) Name another of the texts on your comparative course. Identify an important relationship between two characters in this text. In your view is the relationship you identified a respectful one? Explain your view. Describe at least one key moment from this text to illustrate your response. Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P+C = 9	L + M = 6
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Expect candidates to name another text on the comparative course and to identify an important relationship in this text. Allow for a liberal interpretation of 'important'. Candidates are expected to describe a key moment from the chosen text that reveals whether the relationship identified is a respectful one. Candidates should use the chosen key moment to explain their view. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (b) In the case of one relationship from each of at least two texts on your comparative course, compare the extent to which you learned important life lessons from these relationships. Support your response with reference to your chosen texts. (40)

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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Expect candidates to identify at least two texts on the comparative course. Assess each attempt on its own merits. Expect candidates to compare the extent to which they learned important life lessons from these texts. Allow a liberal interpretation of 'important'. 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.

C HERO, HEROINE, VILLAIN

1. (a) (i) Name one text on your comparative course. Identify a hero or heroine or villain in that text. Explain how the inclusion of your chosen hero, heroine or villain contributes to making the text engaging. Describe at least one key moment from your chosen text that demonstrates your view. Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name one of the texts on the comparative course and to identify a hero, heroine or villain in that text. Candidates are expected to Explain how the inclusion of their chosen hero, heroine or villain contributes to making the text engaging. Allow for a broad range of approaches. Allow for the implicit treatment of 'engaging'. 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. Identify a hero or heroine or villain in this text. Explain how the inclusion of your chosen hero, heroine or villain contributes to making the text engaging. Describe at least one key moment from your chosen text that demonstrates your view. Support your response with reference to your chosen text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name another of the texts on the comparative course and to identify a hero, heroine or villain in that text. Candidates are expected to explain how the inclusion of their chosen hero, heroine or villain contributes to making the text engaging. Allow for a broad range of approaches. Allow for the implicit treatment of 'engaging'. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (b) In the case of at least two texts on your comparative course, compare the extent to which a hero or heroine or villain in each of these texts, gets what he or she deserves. Support your response with reference to your chosen texts. (40)

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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Expect candidates to identify at least two texts on the comparative course. Assess each attempt on its own merits. Expect candidates to compare the extent to which a hero or heroine or villain in each of these texts, gets what he or she deserves in these texts. Expect candidates to apply the question to all chosen 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.

OR

2. (a) (i) Choose one text on your comparative course. Name a hero or heroine or villain in it and identify an aspect of his or her character that you would like to have. Explain why this aspect of his or her character is one that you would like to have. Describe at least one key moment from the text when this aspect is illustrated. Support your response with reference to the text. (15)

Combined Criteria ex 15	P + C = 9	L + M = 6
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Expect candidates to name one of the texts on the comparative course and to identify a hero, heroine or villain in that text. Candidates should identify an aspect of his or her character that they would like to have. Candidates must explain why this aspect of their chosen hero, heroine or villain's character is one that they would like to have. Candidates must describe a key moment from the text when this aspect is illustrated. Support your response with reference to the text. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (ii) Choose another text on your comparative course. Name a hero or heroine or villain in it and identify an aspect of his or her character that you would like to have. Explain why this aspect of his or her character is one that you would like to have. Describe at least one key moment from the text when this aspect is illustrated. Support your response with reference to the text. (15)

Combined Criteria ex 15	P+C = 9	L + M = 6
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Expect candidates to name another of the texts on the comparative course and to identify a hero, heroine or villain in that text. Candidates should identify an aspect of his or her character that they would like to have. Candidates must explain why this aspect of their chosen hero, heroine or villain's character is one that they would like to have. Candidates must describe a key moment from the text when this aspect is illustrated. Support your response with reference to the text. Reward focus, development, support, clarity and accuracy. Candidates should support their response with reference to the text.

- (b) In the case of at least two texts on your comparative course, compare the extent to which a hero or heroine or villain in each of these texts, gets what he or she deserves. Support your response with reference to your chosen texts. (40)

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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Expect candidates to identify at least two texts on the comparative course. Assess each attempt on its own merits. Expect candidates to compare the extent to which a hero or heroine or villain in each of these texts, gets what he or she deserves in these texts. Expect candidates to apply the question to all chosen 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.

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. **Why do you think that the poet uses the title, 'Long Distance', for this poem?**

Explain your answer with reference to the poem.

(10)

Expect candidates to explain why, in their view, the poem is called 'Long Distance'. Allow for a broad interpretation of the poem within reason. 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:

- Her daughter is a pilot and flies long distance flights
- It has been a long time since they met
- It reflects the nature of their relationship
- Etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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2. **Which one of the following words, do you think, describes the tone of this poem best:**

Sad or hopeful?

Explain your answer with reference to the poem. You may refer to both words in your response.

(10)

Expect candidates to select one of the words and to explain why it describes the mood of the poem best. Candidates may refer to both terms in their response but should ultimately choose one over the other. 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:

- Sad - The relationship is damaged
- There is a sense of loneliness
- Care despite estrangement
- Hopeful – she is proud of her daughter
- She cares for her daughter's wellbeing
- Etc

Combined Criteria ex 10	P + C = 6	L + M = 4
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PRESCRIBED POETRY (50 marks)

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

A THE UNDERGROUND – Seamus Heaney

1. (a) Identify one descriptive phrase or image from this poem that appeals to you.
Explain why it appeals to you.
Support your response with reference to the poem. (15)

Candidates are free to choose any descriptive phrase or image from the poem but must give credible reasons why they find it appealing. Candidates should support their response with reference to the poem. Reward focus, clarity of expression and accuracy.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you think that the tone of this poem is:
positive or negative or both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)

Expect candidates to explain whether they thought the tone of the poem was positive or negative or both positive and negative. 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
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2. Answer ONE of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Seamus Heaney, and that you have just finished writing the poem, 'The Underground'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem and some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

Expect candidates to write a diary entry as the poet. In it they should reflect on both some of the thought-provoking ideas explored in the poem and some of the choices made about the words and phrases used. Candidates are free to comment on any aspect of these areas. Expect candidates to deal with both aspects although not necessarily equally. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Poet's experience that led to the poem
- Long-lasting thought-provoking themes he wanted to explore
- Clever language and imagery – good description
- Relevance through time – universal appeal
- Etc.

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

- (ii) You have been invited to deliver a key speech called 'The Power and Beauty of Poetry', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Heaney's poem 'The Underground'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

Expect candidates to write the text of a speech entitled 'The Power and Beauty of Poetry', to be delivered to a National Youth Conference, that aims to encourage young people to engage with the world of literature. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Reward some sense of an awareness of appropriate register for the audience. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Relevant language techniques
- Use of sound
- Clever/plain language, diction, syntax
- Imagery
- Rhythm and metre
- Etc.

OR

- (iii) You are taking part in a radio programme called '*Stepping Stones Through Poems*'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Heaney's poem 'The Underground'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

Expect candidates to identify four words from the poem that they feel capture a sense of what makes the poem special. Allow for a broad range of selected words. Allow for candidates choosing short phrases. Expect candidates to explain each word or phrase chosen, although not necessarily equally. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy

Combined Criteria ex 20	P+C = 12	L + M = 8
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B DRIVING TO THE HOSPITAL – Kate Clanchy

1. (a) Identify one descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem.

(15)

Candidates are free to choose any descriptive phrase or image from the poem but must give credible reasons why they find it appealing. Candidates should support their response with reference to the poem. Reward focus, clarity of expression and accuracy.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you think that the tone of this poem is:

positive or negative or both positive and negative?

Explain your answer. Support your answer with reference to the poem.

(15)

Expect candidates to explain whether they thought the tone of the poem was positive or negative or both positive and negative. 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
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2. Answer ONE of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Kate Clanchy, and that you have just finished writing the poem, 'Driving To The Hospital'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem and some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

Expect candidates to write a diary entry as the poet. In it they should reflect on both some of the thought-provoking ideas explored in the poem and some of the choices made about the words and phrases used. Candidates are free to comment on any aspect of these areas. Expect candidates to deal with both aspects although not necessarily equally. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Poet's experience that led to the poem
- Long-lasting thought-provoking themes she wanted to explore
- Clever language and imagery – good description
- Relevance through time – universal appeal
- Etc.

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

- (ii) You have been invited to deliver a key speech called 'The Power and Beauty of Poetry', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Clanchy's poem 'Driving To The Hospital'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

Expect candidates to write the text of a speech entitled 'The Power and Beauty of Poetry', to be delivered to a National Youth Conference, that aims to encourage young people to engage with the world of literature. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Reward some sense of an awareness of appropriate register for the audience. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Relevant language techniques
- Use of sound
- Clever/plain language, diction, syntax
- Imagery
- Rhythm and metre
- Etc.

OR

- (iii) You are taking part in a radio programme called '*Stepping Stones Through Poems*'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Clanchy's poem "Driving To The Hospital". Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

Expect candidates to identify four words from the poem that they feel capture a sense of what makes the poem special. Allow for a broad range of selected words. Allow for candidates choosing short phrases. Expect candidates to explain each word or phrase chosen, although not necessarily equally. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy

Combined Criteria ex 20	P + C = 12	L + M = 8
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C IT'S NOT – Tracy K Smith

1. (a) Identify one descriptive phrase or image from this poem that appeals to you.
Explain why it appeals to you.
Support your response with reference to the poem. (15)

Candidates are free to choose any descriptive phrase or image from the poem but must give credible reasons why they find it appealing. Candidates should support their response with reference to the poem. Reward focus, clarity of expression and accuracy.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you think that the tone of this poem is:
positive or negative or both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)

Expect candidates to explain whether they thought the tone of the poem was positive or negative or both positive and negative. 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
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2. Answer ONE of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Tracy K. Smith, and that you have just finished writing the poem, 'It's Not'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem and some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

Expect candidates to write a diary entry as the poet. In it they should reflect on both some of the thought-provoking ideas explored in the poem and some of the choices made about the words and phrases used. Candidates are free to comment on any aspect of these areas. Expect candidates to deal with both aspects although not necessarily equally. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Poet's experience that led to the poem
- Long-lasting thought-provoking themes she wanted to explore
- Clever language and imagery – good description
- Relevance through time – universal appeal
- Etc.

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

- (ii) You have been invited to deliver a key speech called 'The Power and Beauty of Poetry', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Smith's poem 'It's Not'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

Expect candidates to write the text of a speech entitled 'The Power and Beauty of Poetry', to be delivered to a National Youth Conference, that aims to encourage young people to engage with the world of literature. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Reward some sense of an awareness of appropriate register for the audience. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Relevant language techniques
- Use of sound
- Clever/plain language, diction, syntax
- Imagery
- Rhythm and metre
- Etc.

OR

- (iii) You are taking part in a radio programme called '*Stepping Stones Through Poems*'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Smith's poem "It's Not". Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

Expect candidates to identify four words from the poem that they feel capture a sense of what makes the poem special. Allow for a broad range of selected words. Allow for candidates choosing short phrases. Expect candidates to explain each word or phrase chosen, although not necessarily equally. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy

Combined Criteria ex 20	P + C = 12	L + M = 8
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D THIS IS JUST TO SAY – William Carlos Williams

1. (a) Identify one descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)

Candidates are free to choose any descriptive phrase or image from the poem but must give credible reasons why they find it appealing. Candidate should support their response with reference to the poem. Reward focus, clarity of expression and accuracy.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you think that the tone of this poem is:
positive or negative or both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)

Expect candidates to explain whether they thought the tone of the poem was positive or negative or both positive and negative. 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
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2. Answer ONE of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, William Carlos Williams, and that you have just finished writing the poem, 'This Is Just To Say'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem and some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

Expect candidates to write a diary entry as the poet. In it they should reflect on both some of the thought-provoking ideas explored in the poem and some of the choices made about the words and phrases used. Candidates are free to comment on any aspect of these areas. Expect candidates to deal with both aspects although not necessarily equally. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Poet's experience that led to the poem
- Long-lasting thought-provoking themes he wanted to explore
- Clever language and imagery – good description
- Relevance through time – universal appeal
- Etc.

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

- (ii) You have been invited to deliver a key speech called ‘The Power and Beauty of Poetry’, to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Williams’ poem ‘This Is Just To Say’. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

Expect candidates to write the text of a speech entitled ‘The Power and Beauty of Poetry’, to be delivered to a National Youth Conference, that aims to encourage young people to engage with the world of literature. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Reward some sense of an awareness of appropriate register for the audience. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Relevant language techniques
- Use of sound
- Clever/plain language, diction, syntax
- Imagery
- Rhythm and metre
- Etc.

OR

- (iii) You are taking part in a radio programme called ‘Stepping Stones Through Poems’. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Williams’ poem ‘This Is Just To Say’. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

Expect candidates to identify four words from the poem that they feel capture a sense of what makes the poem special. Allow for a broad range of selected words. Allow for candidates choosing short phrases. Expect candidates to explain each word or phrase chosen, although not necessarily equally. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Combined Criteria ex 20	P + C = 12	L + M = 8
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E THE PRODIGAL – Elizabeth Bishop

1. (a) Identify one descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)

Candidates are free to choose any descriptive phrase or image from the poem but must give credible reasons why they find it appealing. Candidate should support their response with reference to the poem. Reward focus, clarity of expression and accuracy.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (b) Do you think that the tone of this poem is:
positive or negative or both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)

Expect candidates to explain whether they thought the tone of the poem was positive or negative or both positive and negative. 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
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2. Answer ONE of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Elizabeth Bishop, and that you have just finished writing the poem, 'The Prodigal'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem and some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

Expect candidates to write a diary entry as the poet. In it they should reflect on both some of the thought-provoking ideas explored in the poem and some of the choices made about the words and phrases used. Candidates are free to comment on any aspect of these areas. Expect candidates to deal with both aspects although not necessarily equally. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Poet's experience that led to the poem
- Long-lasting thought-provoking themes she wanted to explore
- Clever language and imagery – good description
- Relevance through time – universal appeal
- Etc.

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

- (ii) You have been invited to deliver a key speech called ‘The Power and Beauty of Poetry’, to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Bishop’s poem ‘The Prodigal’. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

Expect candidates to write the text of a speech entitled ‘The Power and Beauty of Poetry’, to be delivered to a National Youth Conference, that aims to encourage young people to engage with the world of literature. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Reward some sense of an awareness of appropriate register for the audience. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Relevant language techniques
- Use of sound
- Clever/plain language, diction syntax
- Imagery
- Rhythm and metre
- Etc.

OR

- (iii) You are taking part in a radio programme called ‘Stepping Stones Through Poems’. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Bishop’s poem ‘The Prodigal’. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

Expect candidates to identify four words from the poem that they feel capture a sense of what makes the poem special. Allow for a broad range of selected words. Allow for candidates choosing short phrases. Expect candidates to explain each word or phrase chosen, although not necessarily equally. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy

Combined Criteria ex 20	P + C = 12	L + M = 8
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F WHEN I AM AMONG THE TREES – Mary Oliver

1. (a) Identify one descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)

Candidates are free to choose any descriptive phrase or image from the poem but must give credible reasons why they find it appealing. Candidate should support their response with reference to the poem. Reward focus, clarity of expression and accuracy.

Combined Criteria ex 20	P + C = 12	L + M = 8
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- (b) Do you think that the tone of this poem is:
positive or negative or both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)

Expect candidates to explain whether they thought the tone of the poem was positive or negative or both positive and negative. 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 20	P + C = 12	L + M = 8
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2. Answer ONE of the following: [Each part carries 20 marks]

- (i) Imagine you are the poet, Mary Oliver, and that you have just finished writing the poem, 'When I Am Among The Trees'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem and some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

Expect candidates to write a diary entry as the poet. In it they should reflect on both some of the thought-provoking ideas explored in the poem and some of the choices made about the words and phrases used. Candidates are free to comment on any aspect of these areas. Expect candidates to deal with both aspects although not necessarily equally. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Poet's experience that led to the poem
- Long-lasting thought-provoking themes she wanted to explore
- Clever language and imagery – good description
- Relevance through time – universal appeal
- Etc.

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

- (ii) You have been invited to deliver a key speech called 'The Power and Beauty of Poetry', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Oliver's poem 'When I Am Among The Trees'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

Expect candidates to write the text of a speech entitled 'The Power and Beauty of Poetry', to be delivered to a National Youth Conference, that aims to encourage young people to engage with the world of literature. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Reward some sense of an awareness of appropriate register for the audience. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy.

Indicative Material:

- Relevant language techniques
- Use of sound
- Clever/plain language, diction, syntax
- Imagery
- Rhythm and metre
- Etc.

OR

- (iii) You are taking part in a radio programme called '*Stepping Stones Through Poems*'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Oliver's poem "When I Am Among The Trees". Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

Expect candidates to identify four words from the poem that they feel capture a sense of what makes the poem special. Allow for a broad range of selected words. Allow for candidates choosing short phrases. Expect candidates to explain each word or phrase chosen, although not necessarily equally. Candidates may refer to themes or poetic style or both as elements of the poem that they regard as special. Candidates should support their ideas with reference to the poem. Reward focus, development, support, clarity and accuracy

Combined Criteria ex 20	P + C = 12	L + M = 8
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**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
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%
Efficiency of Language Use: 30%
Coherence of Delivery: 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	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.

Reasonable Accommodations (MMS) Grade Grid

Discrete Criteria

Original	Adjusted	01	02	03	04	05	06	07	08
100	90	81-90	72-80	63-71	54-62	45-53	36-44	27-35	0-26
50	45	41-45	36-40	32-35	27-31	23-26	18-22	14-17	0-13
40	36	33-36	29-32	26-28	22-25	18-21	15-17	11-14	0-10
30	27	25-27	22-24	19-21	17-18	14-16	11-13	9-10	0-8
20	18	17-18	15-16	13-14	11-12	9-10	8	6-7	0-5
15	13	12-13	11	10	8-9	7	6	4-5	0-3
10	9	9	8	7	6	5	4	3	0-2

Combined Criteria

Ex 20	PC 12	L6
Ex 15	PC 9	L4
Ex 10	PC 6	L3

Online Marking Annotations		
Symbol	Description	Denoting
	Tick	Correct, Relevant, Valid, Of Merit
	Horizontal Wavy Line	Error Underlined
	Vertical Wavy Line	Page Seen/Inefficient use of language
MMS	Letters MMS in a box	Modified Marking Scheme Applied
C	Comparison	Indicates a comparative link between texts
INVL	Letters INVL in a box	Text used in an invalid fashion See “Important Note” Page 45
[Number]	Number in square brackets	The highest mark awarded in response to a question is entered in the marking panel. The total mark allocated to additional attempts at the same question is indicated on the script through the use of a number between square brackets. Appendix 4

