



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2017

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:

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| • 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.

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 2017 is set out in the appropriate DES Circular 0007/2015

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 Assistant Examiners*.

General

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

PAPER 1

SECTION I COMPREHENDING (100 marks)

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

TEXT I DONAL RYAN'S SCHOOL DAYS

Question A – 50 marks

- (i) From your reading of the passage above, what impression do you form of Donal Ryan? Support your answer with reference to the text. (15)**

Candidates should outline the impression they form of Donal Ryan, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: A talented writer; he has a sense of humour; easy going; self-deprecating; hard-working; a family man; a loving husband; health conscious; kind, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) In your opinion, which of the following word or words best describe(s) Donal Ryan's experience in secondary school?**

Relaxed Studious Enjoyable.

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

Candidates should choose a word or words to describe Donal Ryan's experience in secondary school. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Donal Ryan offers readers lots of advice in the final two paragraphs above. Identify one piece of advice he offers and give reasons why you do or do not think that it is good advice. (10)

Candidates should identify one piece of advice Donal Ryan offers to readers in the final two paragraphs of the text and give reasons why they do or do not think that it is good advice. Consideration should be given to the quality of all aspects of the response.

Indicative material: Come to terms with imperfection; tell the truth; keep it simple; be happy; be honest with yourself; be your own person, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify one piece of good advice you have received from a friend or family member and explain how you benefitted from receiving this advice. (10)

Candidates should identify one piece of good advice they have received from a friend or family member and explain how they benefitted from receiving this advice. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

Students can benefit from advice when choosing which subjects to study for their Leaving Certificate course. Your school Principal has asked you to give a talk to Third Year students who are about to choose their senior cycle subjects. In your talk you should explain to the students why it is important to make good decisions when choosing subjects for their Leaving Certificate course and suggest what you think they should consider when making these decisions.

The material should be shaped as a talk, the tone and register may be either formal or informal but should be suitable for an audience of Third Year students. Candidates should deal with both aspects of the task, although not necessarily equally, clearly explaining why it is important to make good decisions when choosing subjects for the Leaving Certificate and suggesting what should be considered when making these decisions. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 2 NUJEEN'S SCHOOL DAYS

Question A – 50 marks

- (i) From your reading of the passage above, what impression do you form of Nujeen?
Support your answer with reference to the text. (15)

Candidates should outline the impression they form of Nujeen, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: strong personality; brave; not self-pitying; self-deprecating; ambitious; intelligent; family orientated; has a sense of humour; cheerful, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) In your opinion, which of the following word or words best describe(s) Nujeen's experience of education in Germany?

Difficult Enjoyable Disappointing.

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

Candidates should choose a word or words to describe Nujeen's experience of education in Germany. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Nujeen dreams of being an astronaut. Would you always encourage your friends to follow their ambitious dreams? Give reasons for your answer. (10)

Candidates should give at least two reasons why they would or would not always encourage their friends to follow their ambitious dreams. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Identify one piece of good advice you have received from a friend or family member and explain how you benefitted from receiving this advice. (10)

Candidates should identify one piece of good advice they have received from a friend or family member and explain how they benefitted from receiving this advice. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

Nujeen Mustafa, who features in TEXT 2 above, was not able to go to school in Syria because of the difficulties posed by her physical disability. Write an article for your school website or magazine in which you suggest what your school could do to make the school building more suitable and the school community more welcoming for students with physical disabilities.

The material should be shaped as an article suitable for publication in a school magazine or on a school website. The tone and register may be either formal or informal but should be suitable for the intended audience. Candidates should deal with all aspects of the task, although not necessarily equally, making at least one suggestion regarding how the school building could be made more suitable and the school community more welcoming for students with physical disabilities. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 3 SCHOOLDAYS IN THE PAST AND IN THE FUTURE

Question A – 50 marks

- (i) Explain, in your own words, what you learn about the life of a Hedge School teacher from reading the text on Page 6. Support your answer with reference to the text. (15)

Candidates should explain, in their own words, what they learn about the life of a Hedge School teacher from reading the text on Page 6. Consideration should be given to the quality of all aspects of the response.

Indicative material: a difficult life; poorly paid (especially women); teachers risked prosecution during the time of the Penal Laws; bad working conditions; respected in their communities, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) In your opinion, which of the following word or words best describe(s) what it was like to be a Hedge School student?

Enjoyable Difficult Uncomfortable.

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

Candidates should choose a word or words to describe what it was like to be a Hedge School student. Developed answers will provide a detailed explanation, well supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Look at both of the images of robot teachers above. If robot teachers were introduced in Irish schools, do you think they should be made to look like the teacher in IMAGE 1 or the teacher in IMAGE 2? Give reasons for your answer. (10)

Candidates should give at least two reasons why robot teachers, if introduced in Irish schools, should look like the teacher in Image 1 (i.e. a machine) or like the teacher in Image 2 (i.e. a person). Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) Explain why you would or would not like to be taught by a robot teacher. (10)

Candidates should clearly explain why they would or would not like to be taught by a robot teacher. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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Question B – 50 marks

Imagine it is proposed that all of the teachers in schools in Ireland will be replaced by robots. Write a letter to the Editor of a national newspaper giving reasons why you do or do not support the proposed change to robot teachers.

The material should be shaped as a letter suitable for publication in a national newspaper. The tone and register may be either formal or informal but should be suitable for the intended audience. The letter should include the usual rubrics. Candidates should give reasons why they would or would not support the proposal that all teachers in Ireland should be replaced by robots. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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SECTION II COMPOSING (100 marks)

General

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

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

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

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

1. In TEXT 1, Donal Ryan tells us that he laughed his way through secondary school.

Write a short story which features a character who gets into trouble because of his or her sense of humour.

Candidates should write a short story which features a character who gets into trouble because of his or her sense of humour. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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2. The theme of TEXTS 1, 2 and 3 is School Days.

Imagine that you have been selected as the Student of the Year in your school and have been asked to deliver a speech to the staff and students at a school assembly. The topic for your speech is “My School Days”. Write the speech, which may be serious or humorous or both, that you would deliver.

Candidates should write a speech on the topic of “My School Days”. Expect the writing to be shaped as a speech. The tone and register may be formal or informal but should be suitable for the intended audience of school staff and students. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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3. In TEXT 1, Donal Ryan tells us about the box in his parents’ attic that contains his early writing.

Imagine you find a box of items from your childhood in your parents’ attic. Write a personal essay in which you identify what you find in the box and describe the feelings and memories these items evoke for you.

Candidates should write in a reflective manner about the items from their childhood that they find in a box in their parents’ attic, describing the feelings and memories these items evoke. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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4. In TEXT 3, we see two images of robots.

Write a short story in which a family comes to regret adopting a robot.

Candidates should write a short story which features a family that comes to regret adopting a robot. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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5. In TEXT 2, Nujeen Mustafa writes about how she would rather study than socialise.

You have been asked to write an article for a magazine popular with young people. In your article you should give advice to Leaving Certificate students on how to develop their study skills, maintain a healthy lifestyle while preparing for exams, and balance study with the more social aspects of life.

Candidates should write an article giving advice to Leaving Certificate students on how to develop their study skills, maintain a healthy lifestyle while preparing for exams and balance study with the more social aspects of life. The tone and register may be formal or informal but should be suitable for the intended audience. There are three elements required in the response, although not necessarily requiring equal attention: (i) advice on developing study skills (ii) advice on maintaining a healthy lifestyle while preparing for exams and (iii) advice on balancing study with the more social aspects of life. Expect the writing to be shaped as an article. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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6. In TEXT 1, Donal Ryan writes about the importance of praise and encouragement in his development as a writer.

Write a personal essay giving your views on the importance of praise and encouragement as we go through life.

Candidates should write a personal essay in which they write in a reflective manner, giving their views on the importance of praise and encouragement as we go through life. Expect that the personal essay will be from the perspective of the engaged 'I' – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches to framing their views. Allow for a broad interpretation of "praise and encouragement". Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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7. Images of robot school teachers can be seen in TEXT 3.

Imagine you are a robot teacher. Write at least three diary entries in which you record your impressions of humans in general, write specifically about your work as a teacher and give your views on the behaviour of the students that you teach. Your diary entries may be humorous or serious or both.

Candidates should adopt the persona of a robot teacher and write at least three diary entries, recording their impressions of humans in general, about their work as a teacher and giving their views on the behaviour of the students they teach. The diary entries may be serious or humorous or both. Expect the writing to be shaped as a diary. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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PAPER 2

SECTION I

SINGLE TEXT

(60 Marks)

General.

“This paper will test students’ knowledge of and response to a range of texts”
(DES English Syllabus, 7.4 p 20)

N.B. RESPONDING TO DRAMATIC TEXTS

In attempting the questions set on dramatic texts, candidates are free to support the points they make by reference to performances of the texts that they have seen.

Note: In answering on *Big Maggie* by John B. Keane, candidates may refer to either the 1969 or the 1988 versions of the play.