



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

**Leaving Certificate 2017**

**Marking Scheme**

**English**

**Higher 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.

**STATE EXAMINATIONS COMMISSION**  
**LEAVING CERTIFICATE ENGLISH 2017 – HIGHER LEVEL**

**CRITERIA FOR ASSESSMENT**

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

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

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

- To display a clear and purposeful engagement with the set task
- To sustain the response in an appropriate manner over the entire answer
- To manage and control language appropriate to the task
- To 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 the order in which they are set out above.

**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.**

**Use of Codes, etc.**

To assist with forming a judgement, it will be necessary to place an accurate tick at the points identified in the answer, underline all errors in candidates' work and use the proper shorthand codes as indicated throughout the marking scheme.

**Use of 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.

The list of texts prescribed for assessment in 2017 is set out in DES Circular **0007/2015**

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

**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.

## PAPER 1

## SECTION I – COMPREHENDING (100 marks)

## GENERAL

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

Candidates must answer a Question A on one text and a Question B on a different text.

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

Please note that, in relation to all texts, the candidates may take the introductions and accompanying illustrations to be integral parts of the texts.

## TEXT 1 – The World of Poetry

## QUESTION A

- (i) Based on your reading of TEXT 1 (images and written text), what do you learn about Robert Montgomery’s approach to poetry? Support your answer with reference to TEXT 1. (15)

Expect candidates to outline what they learn about Robert Montgomery’s approach to poetry in TEXT 1. Answers should be supported with reference to the visual and written elements of the text provided.

**Mark ex 15 by reference to the criteria for assessment.**

## Indicative material

- unusual/original/innovative/unconventional/principled/moral approach
- uses eye-catching visual formats e.g. billboards, recycled sunlight display (installation)
- texts tend to be lyrical, dreamy, optimistic, provocative
- deals with contemporary issues e.g. climate change, conflict
- supports the internet as a medium for poetry

**Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

- (ii) Robert Montgomery believes that poetry can be of benefit to society. In your opinion, have you benefitted from engaging with poetry during your time at school? Give reasons for your answer. (15)**

Expect candidates to give their opinion on the extent to which they have/have not benefitted from engaging with poetry during their time at school. Candidates should provide two or more reasons in support of their opinion. Allow for a wide range of views on the subject.

**Mark ex 15 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

- (iii) Compare the two images featuring Robert Montgomery's work that appear on Page 2. You should address the following in the course of your answer: setting and atmosphere, the poems, the visual impact of the images. Support your answer with reference to both images. (20)**

Candidates should compare the two images featuring Robert Montgomery's work that appear on Page 2. Answers should address the following, although not necessarily equally: setting and atmosphere, the poems, the visual impact of the images. Reward evidence of visual literacy and a comparative approach to the analysis of the images.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

Points of comparison include:

- settings – deserted coastal /crowded, urban
  - atmospheres – dreamy, misty, tranquil/purposeful, eerie/lively, imposing buildings/leisurely promenade
  - poems – evocative, emotive/reflective, stark, thought provoking, inspirational, powerful, philosophical
  - visual impact – colour/black and white, light/shade, appealing/striking, conventional/unconventional
- Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
20 - 18	16	14	12	10	8	6	5 - 0

## QUESTION B

Your school Principal has agreed to your suggestion to display three poems, or extracts from three poems, on the 2017 Leaving Certificate Higher Level English poetry course, in your school. You have been asked to choose the poetry and decide how and where it will be displayed. Write an article for your school's website in which you explain your choice of poetry, your ideas for its display and the impact you hope this project will have on the school community. (50)

Allow for a variety of approaches to the task.

Mark ex 50 by reference to the criteria for assessment.

- P:** Understanding of genre - suitability of the website article for a school audience  
focus on all aspects of the question – explanation of choice of three poems or extracts of poems;  
ideas for their display; the impact intended  
freshness and originality, etc.
- C:** Sustained focus  
continued control of register  
management and sequencing of ideas, etc.
- L:** Language managed and controlled to achieve clear communication  
quality of expression, style, fluency, etc.
- M:** Accuracy of mechanics Etc.

Candidates should engage with all aspects of the question, although not necessarily equally.

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
	50 - 45	40	35	30	25	20	15	14 - 0
30%	15 - 14	12	11	9	8	6	5	4 - 0
10%	5	4	3	3	2	2	1	1 - 0

## TEXT 2 – A Connected World

## QUESTION A

- (i) Based on your reading of TEXT 2, what do you learn about the impact of developments in technology on modern communication? Support your answer with reference to the text. (15)

Expect candidates to outline what they learn about the impact of developments in technology on modern communication in Text 2. Answers should be supported with reference to the text.

Mark ex 15 by reference to the criteria for assessment.

## Indicative material:

Impact of developments in technology on modern communication:

- both positive and negative
- communication methods have increased/changed – “one-to-one converges with one-to-many”
- digitally connected global community – “We are all neighbours now.”
- digital communication facilitates free expression/“evils of unlimited free expression”
- accentuated notion of free speech has become problematic
- implications for privacy, material often online forever

Etc.

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

- (ii) In your opinion, what should schools do to promote the appropriate use of free speech in society? Give reasons for your answer. (15)

Expect candidates to give their opinion on what schools should do to promote the appropriate use of free speech in society. Candidates should provide two or more reasons in support of their opinion. Allow for a wide variety of responses.

Mark ex 15 by reference to the criteria for assessment.

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

**(iii) “Professor Garton Ash makes effective use of the languages of argument and persuasion to convince readers that today’s society needs more and better free speech.”**

**Do you agree with the above statement? Support your answer with reference to Professor Garton Ash’s use of the languages of argument and persuasion in the above text to convince readers that today’s society needs more and better free speech. (20)**

Expect candidates to agree or disagree (wholly or in part) with the above statement and to discuss how effectively/ineffectively the languages of argument and persuasion are used to convince readers that today’s society needs more and better free speech.  
 Answers should be supported with reference to the use of the languages of argument and persuasion (although not necessarily equally or separately) evident in the extract.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

Points of agreement/disagreement include:

- uses persuasive/argumentative language in a compelling/eloquent way
  - clearly stated contention/stance/viewpoint, reasoned argument
  - presents credible and familiar examples of the “evils” of unregulated free speech
  - uses effective/thought-provoking quotation and historical reference
  - rhetorical language/ interesting illustrations and use of analogy/contrast/dichotomy engage and convince
  - largely aspirational, lacks concrete suggestions on how “better free speech” might be achieved
  - complex words and expressions reduce the accessibility of the text/lessen the effectiveness of the argument
- Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
20 - 18	16	14	12	10	8	6	5 - 0



## QUESTION B

The views people hold today are often influenced by the news and information they receive from the online world of the internet and social media. Write an opinion piece, for publication in a national newspaper, in which you give your views on the extent to which people today rely on the online world as a source of news and information, the reliability of these sources and the impact of this development on society. (50)

Allow for a variety of approaches to the task.

Mark ex 50 by reference to the criteria for assessment using the following breakdown of marks.

- P:** Understanding of genre – an opinion piece suitable for publication in a national newspaper  
 focus on all aspects of the question – the extent to which people rely on the online world as a source of news and information; the reliability of these sources; and the impact of this development on society  
 freshness and originality, etc.
- C:** Sustained focus  
 continued control of register  
 management and sequencing of ideas, etc.
- L:** Language managed and controlled to achieve clear communication  
 quality of expression, style, fluency, etc.
- M:** Accuracy of mechanics Etc.

Candidates should engage with all aspects of the question, although not necessarily equally.

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
	50 - 45	40	35	30	25	20	15	14 - 0
30%	15 - 14	12	11	9	8	6	5	4 - 0
10%	5	4	3	3	2	2	1	1 - 0

### TEXT 3 – The World of Childhood

#### QUESTION A

- (i) **What characteristics of a child’s world does Paul Auster convey in the above extract? Support your answer with reference to the text. (15)**

Expect candidates to outline the characteristics of a child’s world conveyed by Paul Auster. Answers should be supported by reference to the text.

**Mark ex 15 by reference to the criteria for assessment.**

**Indicative material:**

**Characteristics of a child’s world conveyed by Paul Auster include:**

- imaginative: “Scissors could walk”, transfixed at the cinema, etc.
- wonderful and curious: stars, the immensity of the black air overhead, the birds, etc.
- intense focus on home and family: the back yard, his mother’s flower garden
- heightened awareness/sensitivity: “engulfed by a feeling of happiness”
- emerging self-consciousness: “the inner voice awakens”

**Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

- (ii) **In the extract above Paul Auster states that “six is far and away the best age anyone can be”. In your opinion, is there a “best age” to be? Give reasons for your answer. (15)**

Expect candidates to give their opinion on whether there is a “best age” to be. Candidates should provide two or more reasons in support of their opinion. Allow for a wide range of responses.

**Mark ex 15 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
15 - 14	12	11	9	8	6	5	4 - 0

- (iii) **“Paul Auster makes effective use of aesthetic language to create a charming and reflective memoir.”**

**Based on your reading of the above extract, do you agree with this statement? Support your answer with reference to Paul Auster’s use of aesthetic language in the above text to create a charming and reflective memoir. (20)**

Expect candidates to agree or disagree (wholly or in part) with the above statement and to discuss how effectively/ineffectively aesthetic language is used by Auster to create a charming and reflective memoir. Answers should be supported with reference to Auster’s use of aesthetic language evident in the text.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

Aesthetic language used effectively/ineffectively to create a charming and reflective memoir:

- nostalgic/poetic approach adds a charming and reflective quality – “remnants of how you lived inside yourself”
- innocent child’s persona is/is not appealing – “The world was of course flat”
- addressing his younger self is/is not engaging – “you stood there in the light of the early spring”
- descriptive/imaginative images are delightful – “Coins were flying saucers.”
- portrayal of the young author as “every boy” leads to contemplation of profound concepts e.g. “the birth of self-consciousness”
- aesthetic writing techniques such as: personification, dramatic moments, considered use of lyrical language, are effective/ineffective in creating a charming and reflective memoir
- a carefully crafted use of language contributes to the charm and reflective quality of the memoir

**Etc.**

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>	<b>H5</b>	<b>H6</b>	<b>H7</b>	<b>H8</b>
20 - 18	16	14	12	10	8	6	5 - 0

### QUESTION B

You have been asked to participate in a radio programme entitled *Reflections on the World of Childhood*. Write the text to be broadcast on radio, in which you reflect on the world of your childhood, discuss what captured your childish imagination, and recall a selection of the songs or sounds or stories that live on in your memory. (50)

Allow for a variety of approaches to the task.

Mark ex 50 by reference to the criteria for assessment using the following breakdown of marks.

- P:** Understanding of genre – text for radio broadcast  
 focus on all aspects of the question – reflection on the world of their childhood;  
 discussion of what captured their childish imaginations; and recollection of the songs or sounds or stories that live on in their memories  
 freshness and originality, etc.
- C:** Sustained focus  
 continued control of register  
 management and sequencing of ideas, etc.
- L:** Language managed and controlled to achieve clear communication for a radio audience  
 quality of expression, style, fluency, etc.
- M:** Accuracy of mechanics **Etc.**

Candidates should engage with all aspects of the question, although not necessarily equally.

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
	50 - 45	40	35	30	25	20	15	14 - 0
30%	15 - 14	12	11	9	8	6	5	4 - 0
10%	5	4	3	3	2	2	1	1 - 0

**SECTION II – COMPOSING (100 marks)****GENERAL**

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

**N.B.** “The general functions of language outlined here will continually mix and mingle within texts and genres. 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 intended 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.

## COMPOSING 1

Write a composition on **any one** of the following.

1. Robert Montgomery, whose work features in TEXT 1, sometimes uses advertising billboards to display his work.

**Write a discursive essay in which you explore the positive and negative aspects of different types of advertising.**

Allow for a variety of approaches to the task.

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

- P:** Focus – a discursive essay, in which the candidate explores the positive and negative aspects of different types of advertising  
 understanding of genre – the effective use of some elements of discursive writing e.g. use of allusions, arguments and counter-arguments, illustrations, analysis, etc.  
 originality and freshness, etc.
- C:** The extent to which the discussion is successfully sustained and developed  
 effective shaping of the essay, sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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

## COMPOSING 2

2. In TEXT 3, Paul Auster describes the stars as, “benign and beautiful presences hovering in the night.”

**Write a descriptive essay entitled *Night Scene*.**

Allow for a variety of approaches to the task.

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

- P:** Focus – a descriptive essay, appropriate to the title *Night Scene*  
 understanding of genre – the effective use of some elements of descriptive writing e.g. imagery, use of setting, anecdote, creation of atmosphere, attention to detail, quality of observation, appeal to the senses, etc.  
 originality and freshness, etc.
- C:** The extent to which the descriptive writing is successfully sustained and developed  
 effective shaping of the essay  
 sequencing and management of ideas, etc.
- L:** Quality and control of descriptive language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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

## COMPOSING 3

3. In TEXT 2, Timothy Garton Ash quotes an English judge, “freedom of speech is the lifeblood of democracy”.

**Write a speech, to be delivered to a World Youth Conference, in which you give your views on how democracy can be supported in the world today.**

Allow for a variety of approaches to the task.

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

- P:** Focus – a speech, register appropriate for delivery at a World Youth Conference, giving the candidate’s views on how democracy can be supported in the world today  
understanding of genre – the effective use of some elements of informative and argumentative and persuasive writing e.g. use of allusions, rhetorical language, illustrations, emotive language, awareness of target audience, etc.  
originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed  
effective shaping of the speech  
sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, use of emotive and inclusive language  
vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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



## COMPOSING 4

4. We learn in Text 1 that fans have been tattooed with Robert Montgomery's poetic words.

**Write a short story in which a tattoo plays an important part in the narrative.**

Allow for a variety of approaches to the task.

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

- P:** Focus – a narrative in which a tattoo plays an important part  
 understanding of genre – the effective use of some elements of the short story e.g. setting, plot, characterisation, narrative shape, resolution, atmosphere, dialogue, tension, narrative voice, etc. originality and freshness, etc.
- C:** The extent to which the narrative is successfully sustained and developed  
 the effective sequencing and management of ideas, etc.
- L:** Control of narrative language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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

## COMPOSING 5

5. Timothy Garton Ash alludes to the invention of the wheel in TEXT 2.

**Imagine it is the Stone Age and you have just invented the wheel. Write a dialogue in dramatic form, in which you introduce and promote your new invention to your sceptical friends and neighbours. Your drama may be humorous or serious or both.**

Allow for a variety of approaches to the task and that the drama may be humorous or serious or both.

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

- P:** Focus – a dialogue in dramatic form, introducing and promoting the newly invented wheel to sceptical friends and neighbours  
 understanding of genre – the effective use of some elements of imaginative dramatic writing e.g. creation of distinctive voices/characters, sense of dramatic tension, dramatic development, variety of tone e.g. comic, darkly humorous, satirical, ironic, sincere, persuasive, sceptical, etc. originality and freshness, etc.
- C:** The extent to which the dramatic dialogue is successfully sustained and developed  
 effective shaping of the drama  
 sequencing and management of ideas, etc.
- L:** Quality and control of dramatic language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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

## COMPOSING 6

6. In TEXT 3, Paul Auster describes a moment of revelation he experienced one Saturday morning when he was six years old.

**Write a personal essay in which you reflect on moments of insight and revelation you have experienced.**

Allow for a variety of approaches to the task.

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

- P:** Focus – a personal essay in which the candidate reflects on moments of insight and revelation he/she has experienced  
 understanding of genre – the effective use of some elements of personal writing e.g. reflective insights, confessional tone, individual observation, use of personal pronoun, anecdotes, etc.  
 originality and freshness, etc.
- C:** The extent to which the personal approach is successfully sustained and developed  
 effective shaping of the essay  
 sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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

## Composing 7

7. TEXT 1 and TEXT 3 feature the work of a poet and a novelist.

**Write an article for a serious publication in which you consider whether scientists or writers and artists have made, and continue to make, the greater contribution to society.**

Allow for a variety of approaches to the task.

Candidates may choose to consider both aspects of the statement or may decide to write in favour of the contribution made by either scientists or writers and artists.

Allow a broad interpretation of the terms “scientists”, “writers and artists”.

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

- P:** Focus – an article for a serious publication in which candidates consider whether scientists, or writers and artists have made, and continue to make, the greater contribution to society  
 understanding of genre – the effective use of some elements of informative and argumentative writing e.g. use of allusions, reasoned arguments and counter-arguments, illustrations, analysis, synthesis, etc.  
 originality and freshness, etc.
- C:** The extent to which the perspective is successfully sustained and developed  
 effective shaping of the article  
 sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

P 30	
C 30	
L 30	
M10	

	H1	H2	H3	H4	H5	H6	H7	H8
100%	100 - 90	80	70	60	50	40	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