



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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 2022 is set out in the appropriate DES Circular **0002/2020**.

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, p19).

MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE – PAPER I

CANDIDATE ANSWERS MORE THAN THE REQUIRED NUMBER OF QUESTIONS IN SECTION I

- Mark all attempts out of full marks.
- The lower mark/s will automatically be disallowed.

CANDIDATE ANSWERS MORE THAN THE REQUIRED NUMBER OF QUESTIONS IN SECTION 2

- Mark all attempts out of full marks.
- The lower mark/s will automatically be disallowed.

PAPER 1

SECTION I

COMPREHENDING

(40 marks)

**N.B. Candidates must answer ONE Question A OR Question B on ONE text.
Questions A and B carry 40 marks each.**

TEXT I – Humans and AI Robots: Friends or Foes?

Question A – 40 marks

- (i) **Based on your reading of TEXT 1, explain what you learned about the changing relationship between humans and artificially intelligent (AI) robots. Make three points in your response. Support your answer with reference to the text. (10)**

Candidates should explain what they learned about the changing relationship between humans and artificially intelligent (AI) robots, based on their reading of TEXT 1. Candidates should make three points in the course of their responses, supporting their answer with reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: AI robots are increasingly useful to humans; some humans have begun to develop emotional bonds with their AI robots; humans now enjoy the company of AI robot pets; we have become increasingly familiar with AI robots such as Alexa and Siri; Sophia acquiring citizenship of Saudi Arabia has significantly changed the nature of the relationship between humans and AI robots; AI robots have relieved humans of the need to undertake some dangerous and unpleasant jobs; our relationship with AI robots may be affected if they pose a significant threat to human jobs; AI robots may provide necessary care and companionship for the elderly in the future, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (ii) **With reference to the text and images IN TEXT 1 above, explain the reasons why you find the possibility of friendship with artificially intelligent robots exciting or frightening or both. (10)**

Candidates explain the reasons why they find the possibility of friendship with artificially intelligent robots exciting or frightening or both, making reference to the text and images in TEXT 1 in the course of their response. 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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- (iii) (a) What is the most important quality you look for in a friend? Explain why you think this particular quality is important. (10)**

Candidates should identify the most important quality they look for in a friend and explain why they think this quality is so important. 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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- (b) International Friendship Day is celebrated annually in many countries. Explain at least one way in which you think this day could be celebrated in your school or workplace. (10)**

Candidates should explain at least one way in which they think this day could be celebrated in their school or workplace. 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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Question B – 40 marks

You work for a robotics company and you have been asked to test a new robotic pet called Compu-Cat. Having lived with this artificially intelligent robotic cat for a week, you must submit a report on Compu-Cat, using the following headings: What I liked and disliked about Compu-Cat; How I think Compu-Cat could be improved; Who I think might buy this product. Write the report you would submit.

Candidates should adopt the persona of the employee of a robotics company tasked with living with a robotic cat (Compu-cat) for a week and write a report on the product using the headings listed above. Candidates should deal with all aspects of the task, although not necessarily equally. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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40 marks	O1	O2	O3	O4	O5	O6	O7	O8
	40 - 36	35 - 32	31 - 28	27 - 24	23-20	19 -16	15 - 12	11 - 0

TEXT 2 – SHOULD WE TRY TO BEFRIEND EXTRA-TERRESTRIALS?

Question A – 40 marks

- (i) Based on your reading of TEXT 2, explain what you learned about the possible consequences of contact between humans and aliens. Make three points in your response. Support your answer with reference to the text. (10)

Candidates should explain what they learned about the possible consequences of contact between humans and aliens, based on their reading of TEXT 2. Candidates should make three points in the course of their responses, supporting their answer with reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: There may be positive consequences arising from contact between humans and aliens: aliens may have technology that will help us to solve earthly problems; they may provide us with a different perspective of life on Earth; contact with beings from another world may “hold up a mirror” to ourselves, leading us to think differently about ourselves and each other, etc. There may be negative consequences arising from contact between humans and aliens: the alien race may not come in peace; they may subjugate the human race, perhaps even using us as food; we may inflict deadly diseases on one another that could eliminate both the alien race and us humans, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (ii) With reference to the text and images in TEXT 2 above, explain the reasons why you find the possibility of friendship with extra-terrestrial beings exciting or frightening or both. (10)

Candidates should explain the reasons why they find the possibility of friendship with extra-terrestrial beings exciting or frightening or both, making reference to the text and images in TEXT 2 in the course of their response. 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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- (iii) (a) What is the most important quality you look for in a friend? Explain why you think this particular quality is important. (10)

Candidates should identify the most important quality they look for in a friend and explain why they think this quality is so important. 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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- (b) International Friendship Day is celebrated annually in many countries. Explain at least one way in which you think this day could be celebrated in your school or workplace. (10)**

Candidates should explain at least one way in which they think this day could be celebrated in their school or workplace. 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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Question B – 40 marks

It is 3022 and many humans now live on the Moon. You work for an interstellar travel agency, based on the Moon, called GO GALAXY. You have been asked to write the text for a radio advertisement promoting holidays to planet Earth. Write the text for the radio advertisement in which you: outline the many and varied attractions for holiday-makers on planet Earth, explain the different holiday options available through your company and encourage early booking through a range of special offers.

Candidates should adopt the persona of an employee of an interstellar travel agency (GO GALAXY) based on the Moon and should write the text for the radio advertisement in which they: outline the many and varied attractions for holiday-makers on planet Earth, explain the different holiday options available through your company and encourage early booking through a range of special offers. Candidates should deal with all aspects of the task, although not necessarily equally. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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40 marks	O1	O2	O3	O4	O5	O6	O7	O8
	40 - 36	35 - 32	31 - 28	27 - 24	23-20	19 -16	15 - 12	11 - 0

TEXT 3 – A TRUE FRIEND OF THE EARTH

Question A – 40 marks

- (i) Based on your reading of Text 3, explain how Greta Thunberg has benefitted from her work as a climate activist. Make three points in your response. Support your answer with reference to the text. (10)

Candidates should explain how Greta Thunberg has benefitted from her work as a climate activist. Candidates should make three points in the course of their responses, supporting their answer with reference to the text. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Greta Thunberg has benefitted from her work as a climate activist in the following ways: she has gained international acclaim and recognition; engaging in this work helped her to overcome her childhood shyness and inhibitions; she has gained confidence; she has travelled widely; she has met interesting people; working as a climate activist has enabled Greta to make many friends, etc.

Combined Criteria ex 10	P + C = 6	L + M = 4
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- (ii) With reference to the text and images in TEXT 3 above, explain the personal qualities displayed by Greta Thunberg that you think would contribute to making her a good friend. (10)

Candidates should explain the personal qualities displayed by Greta Thunberg that they think would contribute to making her a good friend, making reference to the text and images in TEXT 3 in the course of their response. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: personal qualities displayed by Greta Thunberg in TEXT 3 that could contribute to making her a good friend include: bravery, determination, intelligence, environmental awareness, occasional silliness, keeping up regular contact, appreciation of the value of friends and friendship, etc.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (iii) (a) What is the most important quality you look for in a friend? Explain why you think this particular quality is important. (10)**

Candidates should identify the most important quality they look for in a friend and explain why they think this quality is so important. Consideration should be given to the quality of the explanation provided and to the quality of all aspects of the response with regard to the Criteria for Assessment.

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

- (b) International Friendship Day is celebrated annually in many countries. Explain at least one way in which you think this day could be celebrated in your school or workplace. (10)**

Candidates should explain at least one way in which they think this day could be celebrated in their school or workplace. 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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Question B – 40 marks

Your local climate action group has decided to honour Greta Thunberg with a special award and to invite her to speak at an event at which the award would be presented to her. You have been nominated to write a letter to Greta inviting her to attend this event. In your letter you should: provide some background information about your climate action group, explain the reasons why the group has decided to honour her with a special award and provide her with information and details about the event.

Expect candidates to write a letter to Greta Thunberg inviting her to attend a ceremony and receive an award from their local climate action group. In their letters, candidates should: provide some background information about their climate action group, explain the reasons why the group has decided to honour her with a special award and provide her with information and details about the event. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 40	P = 12	C = 12	L = 12	M = 4
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40 marks	O1	O2	O3	O4	O5	O6	O7	O8
	40 - 36	35 - 32	31 - 28	27 - 24	23-20	19 - 16	15 - 12	11 - 0

SECTION II

COMPOSING

(100 marks)

General

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

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

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

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

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

1. TEXTS 1, 2 and 3 all deal with the theme of Exploring Friendship.

Write a personal essay in which you consider the sort of friend you would like to be, how you think you can best support your friends during difficult times and reflect on how you benefit from being a good friend to others.

Candidates should write in a reflective manner about the sort of friend they would like to be, how they think they can best support their friends during difficult times and reflect on how they benefit from being a good friend to others.

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

Mark ex 100 by reference to the Criteria for Assessment.

P: Focus – **a personal essay** in which candidates reflect on the sort of friend they would like to be, how they think they can best support their friends during difficult times and reflect on how they benefit from being a good friend to others.

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

Etc.

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

2. In TEXT 3 we learn that, as a teenager, Greta Thunberg challenged those in power.

Write a short story, set in an imaginary country, where all of the laws are made by teenagers. Your story may be serious or humorous or both.

Candidates should write a short story set in an imaginary country, where all of the laws are made by teenagers. The story may be serious or humorous or both.

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 an imaginary country, where all of the laws are made by teenagers. The story may be serious or humorous or both.
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 **Etc.**

	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, we learn about how alien beings might interact with humans.

Friendly aliens have contacted the European Space Agency and you have been asked to give a talk to a group of our new extra-terrestrial friends in which you explain some of the positive and negative aspects of being human. Write the text of the talk you would give.

Candidates should write a talk, to be delivered to a group of friendly extra-terrestrials, in which they explain some of the positive and negative aspects of being human.

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

Mark ex 100 by reference to the Criteria for Assessment.

- P:** Focus – **a talk**, suitable for delivery to a group of friendly extra-terrestrials in which they explain some of the positive and negative aspects of being human.
Understanding of genre – tone and register may be formal or informal but should show an awareness of the intended audience; may include examples/anecdotes/quotations, etc; use inclusive/rhetorical language, etc.
Relevance.
Originality and freshness, etc.
- C:** The extent to which the talk is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, clarity, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **Etc.**

	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. TEXT 1 considers the developing relationship between humans and AI robots.

Write a short story in which a human character teams up with an Artificially Intelligent (AI) robot to solve a mystery.

Candidates should write a short story in which a human character teams up with an Artificially Intelligent (AI) robot to solve a mystery.

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** in which a human character teams up with an Artificially Intelligent (AI) robot to solve a mystery.
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 **Etc.**

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

5. In TEXT 3, we learn that Greta Thunberg was furious about inaction on climate change.

Write a personal essay about some of the major issues and the minor irritations in life that make you furious.

Candidates should write in a reflective manner about some of the major issues and the minor irritations in life that make them furious.

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 major issues and the minor irritations in life that make them furious.

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 **Etc.**

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

6. In TEXT 3, we learn that in 2019, 4 million people across 161 countries participated in a school strike protesting against climate change.

Your school's Student Council has organised a debate amongst students to decide whether or not to participate in the next global school strike against climate change. Write the speech you would give in which you argue either for or against participating in this action.

Candidates should write a speech, in which they argue for or against the participation of their school in the next global school strike against climate change.

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 delivery to a group of students, in which they argue for or against the participation of their school in the next global school strike against climate change.

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

Etc.

	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, we read that scientists worldwide search for evidence of extra-terrestrial life.

Irish scientists have discovered that many alien spaceships are heading towards Earth at a phenomenal speed. The aliens' intentions are unknown. Write a front-page article for a national newspaper (either broadsheet or tabloid) in which you break this incredible news to the world.

Candidates should write an article, suitable for publication on the front page of a national newspaper (either broadsheet or tabloid) in which they break the incredible news to the world that Irish scientists have discovered many alien spaceships are heading towards Earth at a phenomenal speed and that the aliens' intentions are unknown.

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** suitable for publication on the front page of a national newspaper (either broadsheet or tabloid) in which they break the incredible news to the world that Irish scientists have discovered many alien spaceships are heading towards Earth at a phenomenal speed and that the aliens' intentions are unknown.

Understanding of genre – The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register should be suited to either a broadsheet or tabloid newspaper and the article should be suitable for publication on the front page of a national newspaper.

Relevance

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.

	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