



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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.

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
- 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 2018 is set out in DES Circular **0014/2016**

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.

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 – Advice to Young Writers

QUESTION A – 50 Marks

- (i) **Based on your reading of TEXT 1 above, what skills or qualities do you think a young writer would need in order to follow the advice offered by Colum McCann? Refer to three skills or qualities in your answer, supporting your response with reference to the text. (15)**

Expect candidates to outline **three skills or qualities** a young writer would need in order to follow the advice offered by Colum McCann in TEXT 1. Candidates may select three skills, three qualities or a combination of skills or qualities. Answers should be supported with reference to the text.

Mark ex 15 by reference to the criteria for assessment.

Indicative material:

- observational skills/imagination/passion/compassion/integrity/creativity
 - perseverance/ patience /dedication/imagination/flexibility
 - writing skills: drafting, editing, structuring, characterisation
- Etc.**

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

- (ii) Colum McCann tells us that sometimes in writing, “The issues of the human heart unfold in front of us.” From the texts you have studied for your Leaving Certificate course*, identify a moment in a text where you feel an issue of the human heart unfolded in front of you. Explain in detail what this moment revealed to you about the human heart.

* Texts specified for study for Leaving Certificate English in 2018, including poetry, single texts and texts (including films) prescribed for comparative study. (15)

Expect candidates to identify **a moment** in a text, prescribed for Leaving Certificate English in 2018, where an issue of the human heart unfolded in front of them. Candidates should explain in detail what this moment revealed to them about the human heart. Allow for a broad interpretation of “an issue of the human heart” and for a wide range of responses. Pay particular attention to the quality of the explanation.

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) Based on your reading of TEXT 1, do you find Colum McCann’s approach to advising young writers appealing or unappealing? Discuss the elements of Colum McCann’s writing style that make his approach to advising young writers appealing or unappealing. Support your answer with reference to the text. (20)

Candidates should discuss elements of McCann’s writing style, evident in the extract, that make his approach to advising young writers appealing or unappealing. Answers should be supported with reference to the text.

Mark ex 20 by reference to the criteria for assessment.

Indicative material:

Elements of style that make McCann’s approach appealing:

- his conversational, passionate, reflective tone appeals
 - an inclusive, respectful approach both empowers and encourages young writers
 - writes with penetrating clarity, adding to his accessibility
 - his pithy and instructive approach makes the writing lively and compelling
 - an engaging combination of practical advice, ideas and opinions
 - skilled use of language and vivid imagery adds readability and appeal
 - use of an active imperative voice inspires action
- Etc.

Elements of style that make McCann’s approach unappealing:

- general, patronising, clichéd, didactic
 - a fragmented style, a series of “sound bites” that lack development
- Etc.

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

TEXT 1 QB

QUESTION B – 50 Marks

Young people are often the recipients of unwanted advice. Write an open letter* to all those who have ever offered you unwanted advice. In your letter you should identify some nuggets of unwanted advice you have received, describe your response to receiving such advice, and share your opinion on how and when advice could be appropriately offered. Your letter may be amusing or serious or both.

* A letter intended for a wide audience often published online or in the print media.

Expect candidates to write an open letter to all those who have ever offered them unwanted advice. In the letter they should identify some nuggets of unwanted advice they have received, describe their response to receiving such advice, and share their opinion on how and when advice could be appropriately offered. Allow for a broad interpretation of “unwanted advice” and a range of approaches to the task.

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

Mark ex 50 by reference to the criteria for assessment.

- P:** Understanding of genre and register: appropriate use of tone e.g. humorous, exasperated, critical, suitable for a wide audience, etc.
relevance
focus on all aspects of the question – identifying some nuggets of unwanted advice, describing their response to receiving such advice, and sharing their opinion on how and when advice could be appropriately offered
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.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
	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

TEXT 2 – A Successful Young Writer

QUESTION A – 50 Marks

- (i) Based on your reading of TEXT 2 above, what do you learn about Daddy's character? Refer to three aspects of Daddy's character in your answer, supporting your response with reference to the text. (15)

Expect candidates to outline what they have learned from the text about Daddy's character. Candidates should refer to **three aspects of his character** and their answers should be supported by reference to the text.

Mark ex 15 by reference to the criteria for assessment.

Indicative material:

- a compelling figure, with mysterious, insular, violent, anti-social characteristics
 - hard working, resilient, resourceful aspects to his character
 - contradictory aspects: loves nature & music/argumentative & violent
 - strong paternal aspect to his character – nurturing/unorthodox/unusual/intimidating
 - exhibits a wide variety of talents and interests
- Etc.**

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

- (ii) In the above text, Fiona Mozley has created a place that grips the reader's imagination. From the texts you have studied for your Leaving Certificate course*, identify a place that gripped your imagination. Explain in detail why this place gripped your imagination.

*** Texts specified for study for Leaving Certificate English in 2018, including poetry, single texts and texts (including films) prescribed for comparative study. (15)**

Expect candidates to identify **a place** from a text specified for study for the Leaving Certificate English course in 2018. Candidates should explain in detail why this place gripped their imagination. Allow for a wide range of responses. Pay particular attention to the quality of the explanation.

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

TEXT 2 QA (contd.)

- (iii) Based on your reading of TEXT 2, do you agree that Fiona Mozley displays superb narrative skills, including the effective use of aesthetic language, which enable her to craft an atmospheric and occasionally disturbing story? Support your answer with reference to the text. (20)

Candidates are free to agree or disagree (wholly or in part) with the views asserted in the question. Candidates should evaluate the writer's narrative skills, including her use of aesthetic language, and determine the extent to which she is able to craft an atmospheric and occasionally disturbing story. Answers should be supported with reference to the text.

Mark ex 20 by reference to the criteria for assessment.

Indicative material:

Agree:

Use of aesthetic and narrative skills to craft an atmospheric and occasionally disturbing story

- skilful use of child's voice to create a compelling story
 - lyrical/descriptive language, personification, imagery, metaphors, similes, contrast, etc. creates atmosphere
 - fascinating characterisation creates unpredictable, menacing, secretive undercurrent
 - makes effective use of legendary reference – "Robyn Hode"
 - compelling setting brings the landscape to life in an occasionally disturbing fashion
 - evocative opening, skilful development of plot, atmosphere built effectively
 - readers possibly disturbed by the isolated setting, undertone of violence, the unpredictable, complex character of Daddy, the children's intense relationship with their father, disturbing references to war and violence
- Etc.

Disagree:

Candidates are free to contend that the writer's use of narrative skills, including aesthetic language, is not particularly effective and/or that the story is not atmospheric and/or not occasionally disturbing. Points made should be supported with reference to the text.

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

QUESTION B – 50 Marks

The children in TEXT 2 experience an unconventional education. Based on your experience of second level education, write an opinion piece, suitable for publication in a national newspaper, in which you acknowledge what you see as the strengths of the education you have received, criticise what you see as its weaknesses and make suggestions for its improvement.

Expect candidates to write an opinion piece, suitable for publication in a national newspaper, in which they acknowledge what they see as the strengths of the education they have received, criticise what they see as its weaknesses and make suggestions for its improvement. Allow for a range of approaches to the task.

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

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

- P:** Understanding of genre and register – express an opinion/put forward a point of view in a register suitable for a national readership
relevance
focus on all aspects of the question – acknowledgement of the strengths of the education received, criticism of perceived weaknesses and suggestions for improvement
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.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
	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

TEXT 3 QA

TEXT 3 – A Tragic Young Poet

QUESTION A – 50 Marks

- (i) Compare and contrast the pictures in PANEL 1 and PANEL 2 that appear on Page 6. Support your answer with reference only to the visual elements of the text. (15)

Expect candidates to compare and contrast the pictures in PANEL 1 and PANEL 2 that appear on Page 6. Answers should be supported with reference only to the visual elements of the text.

Mark ex 15 by reference to the criteria for assessment.

Indicative material:

- both capture scenes from World War I/ both in the same medium – black and white, pen and ink drawings/ both depict war as a male preserve/ both highly evocative and symbolic
- a hellish scene of violence, death and destruction/ a serene scene of order and organisation
- darker, more crowded, 'noisier'/ brighter, calmer, quieter world
- action-packed, panic-filled, frightening/ sedentary, serene, far less frenetic
- battlefield, infantry men, 'cannon-fodder'/ interior scene, officer class, 'the establishment' Etc.

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

- (ii) TEXT 3 presents a poetic extract in a visual format. From the poems you have studied for your Leaving Certificate course*, identify a poem, or an extract from a poem, which you think is particularly suited to presentation in a visual format. Specify the type of visual format in which you would choose to present it (e.g. painting, photographic image, video clip, etc.) and explain in detail why you think this poem, or poetic extract, would be suitable for presentation in this way.

* Poems specified for study for Leaving Certificate English in 2018. (15)

Expect candidates to identify a poem, or an extract from a poem, which they think is particularly suited to presentation in a visual format. They should specify the type of visual format in which they would choose to present this poem or extract, e.g. painting, photographic image, video clip, etc. and explain in detail why they think this poem, or poetic extract, is suitable for presentation in this way. The poem should be specified for study for the Leaving Certificate English course in 2018. Allow for a broad interpretation of "visual format" and a wide range of responses. Pay particular attention to the quality of the explanation.

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) Based on your reading of the material on Page 6 of TEXT 3, do you agree that the combination of poetry and illustration, found in the text, is extremely effective in amplifying and extending the meaning of the poem and adding to the overall impact of the text? In your answer you should make detailed reference to the combination of poetry and illustration found in the text and consider the overall impact the text makes on you. (20)

Candidates are free to agree or disagree (wholly or in part) with the views asserted in the question. In their answers candidates should consider the effectiveness of the combination of poetry and illustration in amplifying and extending the meaning of the poem, and adding to the overall impact the text as a whole makes on them.

Candidates may choose to consider the visual images in Panels 1 and 2 together as a whole, or as two separate images. Candidates should engage with all parts of the question, although not necessarily equally. Answers should be supported with detailed reference to both the poetry and the illustration.

Mark ex 20 by reference to the criteria for assessment.

Indicative material:

Agree:

- graphically depict the horrors of war outlined by the poet, confirming the message
- the sounds of battle, conveyed by poetic language, made more vivid through visual images
- visually introducing the notion of class and social inequality, not explicitly expressed in the poem, thereby extending the meaning and adding to the impact
- the visual image in Panel 2 raises the disturbing possibility that war is a logistical, clerical exercise, conducted by a ruling elite, heightening the impact and broadening the meaning
- the image of the skull in Panel 1 dramatically emphasises the presence of death in the poem
- the black and white colouring heightens the sombre mood created by the poem **Etc.**

Disagree:

Candidates are free to contend that the combination of poetry and illustration is not extremely effective in amplifying and extending the meaning of the poem, and/or that this combination does not add to the overall impact of the text.

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

TEXT 3 QB

QUESTION B – 50 Marks

Write an article for your school website, in which you consider the experience of reading a text and watching a film adaptation of the same text. In your article you should identify at least one written text which has been adapted as a film. Consider the advantages and disadvantages of each of these formats, and explain which format you would recommend as the way in which to experience the text(s) for the first time. You may refer to any text(s) of your choice in your answer.

Expect candidates to write an article suitable for publication on a school website, in which they consider the experience of reading a text and watching a film adaptation of the same text. Candidates should identify at least one written text which has been adapted as a film, consider the advantages and disadvantages of each of these formats, and explain which format they would recommend as the way in which to experience the text(s) for the first time. They may refer to any text(s) of their choice in their answers. Allow for a range of approaches to the task. Candidates should engage with all aspects of the question, **although not necessarily equally.**

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

- P:** Understanding of genre and register - use of an appropriate register, suitable for publication on a school website
 focus on all aspects of the question – identifying at least one written text which has been adapted as a film, considering the advantages and disadvantages of each of these formats, and explaining which format they would recommend as the way in which to experience the text(s) for the first time
 relevance
 freshness and originality, etc.
- C:** Sustained focus
 continued control of tone and 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.**

P 15	
C 15	
L 15	
M 5	

50 marks	H1	H2	H3	H4	H5	H6	H7	H8
	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

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.

In the event that a question or doubt arises as to the relevance of material or the approach adopted by the candidate you should consult your Advising Examiner.

Candidates should write a composition on **any one** of the following composing assignments:

COMPOSING 1

1. In TEXT 2 Fiona Mozley writes “it was during this summer in the woods, that Daddy told us these stories”.

Write a descriptive essay in which you capture how the landscape reflects the transition of the seasons. You may choose to include some or all of the seasons in your essay.

Expect candidates to write a descriptive essay which captures how the landscape reflects the transition of the seasons. Essays should cover the transition between two or more seasons. Allow for a variety of approaches to the task.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a descriptive essay** which captures how the landscape reflects the transition of two or more seasons.
 understanding of genre – the effective use of some elements of descriptive writing, e.g. figurative language, imagery, use of setting, creation of atmosphere/mood, attention to detail, appeal to the senses, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the descriptive writing is successfully shaped, developed and sustained 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	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

COMPOSING 2

2. Fiona Mozley's characters in TEXT 2 are outsiders who "arrived in summer".

Write a short story in which the central character's status as an outsider has a direct influence on the plot.

Expect candidates to write a short story in which the central character's status as an outsider has a direct influence on the plot. Allow for a variety of approaches to the task.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a short story** in which the central character's status as an outsider has a direct influence on the plot
 understanding of genre – the effective use of some elements of the short story e.g. narrative shape, setting, plot, characterisation, suggestion, resolution, atmosphere, dialogue, tension, narrative voice, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, developed and sustained
 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	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

COMPOSING 3

3. TEXTS 1, 2, and 3 relate to young writers.

Write a personal essay reflecting on what you perceive to be the pleasures particular to youth.

Expect candidates to write a personal essay reflecting on what they perceive to be the pleasures particular to youth. Allow for a broad interpretation of “the pleasures particular to youth”, and 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 what he/she perceives to be the pleasures particular to youth
 understanding of genre – the effective use of some elements of personal writing e.g. reflective insights, confessional tone, individual observation, use of the first person, anecdotes, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the personal approach is successfully shaped, developed and sustained
 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	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

COMPOSING 4

4. TEXT 3 offers a thought-provoking depiction of soldiers and their leaders.

Write a discursive essay in which you consider the subject of leaders and leadership.

Expect candidates to write a discursive essay in which they consider the subject of leaders and leadership. Allow for a broad interpretation of both “leaders” and “leadership”, and 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 candidates consider the subject of leaders and leadership
 understanding of genre – the effective use of some elements of discursive writing e.g. use of references, arguments and counter-arguments, consideration of a variety of views and opinions, illustrations, analysis, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the discussion is successfully shaped, developed and sustained
 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	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

COMPOSING 5

5. In TEXT 1, Colum McCann tells us that “Literature proposes possibilities”.

Write a short story, for inclusion in a collection of detective fiction, about a character who explores various possibilities in order to solve a crime.

Expect candidates to write a short story, suitable for inclusion in a collection of detective fiction, in which a character explores various possibilities in order to solve a crime. Allow for a broad interpretation of “crime” and for a variety of approaches to the task.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – a **short story** suitable for inclusion in a collection of detective fiction, about a character who explores various possibilities in order to solve a crime
 understanding of genre: the effective use of some elements of the short story e.g. narrative shape, setting, plot, characterisation, suggestion, resolution, atmosphere, dialogue, tension, narrative voice, etc., demonstrate some tropes of detective fiction
 relevance
 originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, developed and sustained
 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	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

COMPOSING 6

6. In TEXT 1, Colum McCann tells young writers to “Listen for the quiet line”.

Write a personal essay in which you reflect on the value of personal space and quietness in the modern world.

Expect candidates to write a personal essay in which they reflect on the value of personal space and quietness in the modern world. Allow for a broad interpretation of “personal space and quietness” and of “the modern world”. Candidates may adopt 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 the value of personal space and quietness in the modern world
 understanding of genre – the effective use of some elements of personal writing e.g. reflective insights, confessional tone, individual observation, use of the first person, anecdotes, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the personal approach is successfully shaped, developed and sustained 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	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

Composing 7

7. TEXT 1 contains the statement: “Language is a great weapon”.

You are competing in the final of a national public speaking competition. The topic to be addressed is: *Language is a great weapon*. You are free to agree or disagree. Write the speech you would deliver.

Expect candidates to write a speech, suitable for delivery at the final of a national public speaking competition, on the topic: *Language is a great weapon*. Allow for a variety of approaches to the task: informative, persuasive, discursive, argumentative, reflective, etc.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a speech** on the topic: *Language is a great weapon*, register appropriate for delivery at the final of a national public speaking competition
 understanding of genre – the effective use of some elements of speech-writing e.g. use of references, rhetorical language, anecdotes, imagery, illustrations, inclusive language, awareness of audience, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the speech is successfully shaped, developed and sustained
 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	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