



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

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.

MISREADING OF INSTRUCTIONS RELATING TO QUESTION CHOICE

CANDIDATE ANSWERS QUESTION A AND B FROM THE SAME TEXT

- Mark both attempts out of full marks.
- Disallow the lower mark.

CANDIDATE ANSWERS 2 OR MORE QUESTIONS A AND 1 QUESTION B (or vice versa)

- Mark all the attempts.
- Allow the Question B to stand and the highest Question A from a different text.

CANDIDATE ANSWERS ALL THE QUESTIONS A AND QUESTIONS B

- Mark all the attempts.
- Award the highest combination.

The list of texts prescribed for assessment in 2019 is set out in the appropriate DES Circular 0006/2017.

Use of Codes

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

Use the full range of marks available

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

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

General – Paper 1

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

PAPER 1

SECTION I

COMPREHENDING

(100 marks)

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

TEXT I – MELANIE'S SOCIAL MEDIA EXPERIENCE

Question A – 50 marks

- (i) Based on your reading of paragraphs four and five, explain three steps Melanie has taken that helped her to develop a healthy relationship with social media. Support your answer with reference to the text. (15)

Candidates should explain three steps Melanie has taken that helped her to develop a healthy relationship with social media, supporting their answers with reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: Melanie has taken control of her engagement with social media, making conscious decisions about her usage; she tries to limit the time she spends on various media; she has developed an awareness of her social media issues; she filters items and people on social media that make her feel bad; she is very aware of her own behaviour on social media; she tries to learn from her mistakes; she aims to balance her online life with her social life; she outlines healthy goals for her social media engagement, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you believe that you are fortunate or unfortunate to live in an age when social media is extremely popular? Give reasons for your answer. (15)

Candidates should explain, giving at least two reasons, why they believe that they are fortunate and/or unfortunate to live in an age when social media is extremely popular. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) In your opinion, what message is conveyed by IMAGE 1?
Support your response with reference to IMAGE 1. (10)

Candidates should give their opinion on what message is conveyed by IMAGE 1. Allow for a wide variety of responses. Reward all valid responses on their merits, giving consideration to the quality of all aspects of the response with regard to the Criteria for Assessment. Answers should be supported by reference to the cartoon.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) To what extent does IMAGE 2 accurately reflect the impact of mobile devices on your engagement with your friends? Explain your response, supporting your answer with reference to IMAGE 2. (10)**

Candidates should explain whether IMAGE 2 accurately conveys their experience of the effect of mobile devices on their engagement with their friends. Reward all valid responses on their merits, giving consideration to the quality of all aspects of the response with regard to the Criteria for Assessment. Answers should be supported by reference to the image.

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

You have been asked by a mobile phone company to produce an article for their website, offering guidance on the polite and appropriate use of mobile phones by people of all ages. The article should include a combination of “dos and don’ts” in relation to polite and appropriate mobile phone usage. Write the article you would produce.

Candidates should produce an article suitable for publication on a mobile phone company’s website, with a target audience of people of all ages. The article should outline a combination of “dos and don’ts” in relation to polite and appropriate mobile phone usage. The tone may be serious or humorous or both. The register may be either formal or informal, but should be suitable for a general audience.

Allow for the fact that the web is an active medium where it is possible for readers to construct their own experience by piecing together content from multiple sources. Readers might be encouraged to engage by “scrolling down” or by contributing to the material, the content may be searchable and actionable e.g. it may be possible to connect to other websites, video clips, etc.

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

50 marks	01	02	03	04	05	06	07	08
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

TEXT 2 – THE SELFIE: SOCIAL MEDIA’S OWN ART FORM

Question A – 50 marks

- (i) Based on your reading of the first three paragraphs on Page 4, explain three ways in which selfies have made an impact on modern life. Support your answer with reference to the text. (15)

Candidates should explain three ways in which selfies have made an impact on modern life, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: selfies have revolutionised the way we engage with social media by allowing us to share images with enormous numbers of people and control our public image; they have expanded our vocabulary, adding new words; they enable people to have fun on social media e.g. the Selfie Olympics; they have given us a new visual genre, a different type of self-portrait, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you believe that the influence of selfies on society is mainly positive or mainly negative? Give reasons for your answer. (15)

Candidates should explain, giving at least two reasons, whether or not they believe that the influence of selfies on society is mainly positive or mainly negative. Allow for a broad range of responses. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Which of the two images in TEXT 2 do you find more fascinating? Explain your choice, supporting your response with reference to your chosen image. (10)

Candidates should explain which of the two images they find most fascinating. Responses should be supported with reference to the chosen image. Allow for a wide variety of responses. Consideration should be given 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) Do you think it is possible that selfies will provide an important historical record in the future, as predicted in paragraph four? Give reasons for your response. (10)

Candidates should give reasons explaining why they do or do not agree that selfies will provide an important historical record in the future. Reward all valid responses on their merits, giving consideration 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 – 50 marks

Your local newspaper has published a letter condemning fifteen to thirty year olds as a “vain and selfish generation”. The letter writer specifically refers to selfies as an example of the vanity of people in this age group. Write a letter to the newspaper editor, in which you respond to the views expressed in the original letter, and put forward your own views on the subject of selfies.

Candidates should write the text of a letter they would send to a newspaper editor in which they respond to the assertion in a previously published letter that fifteen to thirty year olds are a “vain and selfish generation”, and give their own views on selfies. Candidates are free to agree or disagree with the views expressed in the letter previously published. The tone of the letter may be serious or humorous or both. The register may be formal or informal. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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50 marks	01	02	03	04	05	06	07	08
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

TEXT 3 – PLASTIC AT THE PICNIC

Question A – 50 marks

- (i) Based on your reading of Text 3, explain three reasons why people might want to act as volunteers with the organisation, Friends of the Earth, at Electric Picnic. Support your answer with reference to the text. (15)

Candidates should explain three reasons why people might want to act as a volunteer with the Friends of the Earth at Electric Picnic. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Indicative material: the Friends of the Earth offer an extremely attractive package of incentives, including free tickets and transportation to and accommodation at Electric Picnic which might encourage people to volunteer; people might share the organisation's eco-friendly views and want to actively support and promote them; they would learn about organising a deposit refund scheme; they could be motivated by the opportunity to meet new people and make new friends, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Do you believe that a deposit refund scheme for plastic items such as cups and bottles, similar to that organised by Friends of the Earth at Electric Picnic, would be successful if introduced in your school or workplace? Give reasons for your answer. (15)

Candidates should give reasons explaining why they do or do not believe that a deposit refund scheme for plastic items such as cups and bottles, similar to that organised by Friends of the Earth at Electric Picnic, would be successful if introduced in their school or workplace. Allow for a wide range of responses. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine that you recognise your tent from Electric Picnic in Image 1. Write a diary entry in which you reflect on abandoning your tent at the campsite and record your feelings in response to the picture. (10)

Candidates should write a diary entry in which they reflect on abandoning their tent at the campsite and record their feelings in response to the picture. Allow for a wide variety of responses. Reward all valid responses on their merits, giving consideration 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) Would you support banning people who cause trouble at a festival, including littering, from attending that festival again in the future? Give reasons for your response. (10)**

Candidates should give reasons explaining why they would or would not support banning people who cause trouble, including littering, from attending that festival again in the future. Consideration should be given 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 – 50 marks

You would like to establish a deposit refund scheme for plastic items such as cups and bottles in your school or workplace. People would be paid 20 cent for each cup and 10 cent for each bottle returned for recycling. Write a post for your school or workplace blog in which you explain outline your proposed scheme and encourage people to support your proposal.

Expect candidates to write a post, suitable for inclusion on a school or workplace blog, in which they explain the deposit refund scheme for plastic items that they would like to establish in their school or workplace. They should suggest how the scheme could be organised and encourage people to support it. All aspects of the task should be dealt with, although not necessarily equally. Consideration should be given to the quality of all aspects of the response with regard to the Criteria for Assessment.

Allow for the fact that the web is an active medium where it is possible for readers to construct their own experience by piecing together content from multiple sources.

Readers might be encouraged to engage by “scrolling down” or by contributing to the material, the content may be searchable and actionable e.g. it may be possible to connect to other websites, video clips, etc.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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50 marks	01	02	03	04	05	06	07	08
	50 - 45	44 - 40	39 - 35	34 - 30	29 - 25	24 - 20	19 - 15	14 - 0

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. In TEXT 1, Melanie Murphy explains how she dislikes people who thrive on drama.

Write a short story about a character whose determination to be the centre of attention has unexpected consequences.

Candidates should write a short story in which a character whose determination to be the centre of attention has unexpected consequences.

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 character whose determination to be the centre of attention has unexpected consequences
understanding of genre – the writing should be shaped as a short story having some sense of a beginning – middle – end; central characters; a time-line; a defining moment of experience followed by a change; a resolution, etc.
Relevance
Originality and freshness, etc.
- C:** The extent to which the narrative is successfully shaped, sustained and developed; sequencing and management of ideas, etc.
- L:** Quality and control of language e.g. style, vocabulary, syntax, punctuation, etc.
- M:** Accuracy of mechanics **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 2, we are told that in time our selfies will provide a valuable historical record.

Write a personal essay in which you discuss at least three aspects of life that are considered unremarkable in 2019 that you think may appear strange or remarkable to people in the future.

Candidates should write in a reflective manner about at least three aspects of life that are considered unremarkable in 2019 that they think may appear strange or remarkable to people in the future.

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 discuss at least three aspects of life that are considered unremarkable in 2019 that may appear strange or remarkable to people in the future
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/ includes 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

3. According to Melanie Murphy in TEXT 1, perfection does not exist.

Write an article, for publication in a music magazine, in which you describe your ideas for the perfect music festival. The article should deal with the venue, the line-up, and the facilities available to festival-goers.

Candidates should write an article, suitable for publication in a music magazine, in which they describe their ideas for the perfect music festival. The article should deal with all of the specified aspects – the venue, the line-up, and the facilities available to festival-goers – although not necessarily equally.

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 in a music magazine, in which candidates describe their ideas for the perfect music festival, including reference to the venue, the line-up, and the facilities available to festival-goers
The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register may be formal or informal but should be suitable for the intended audience of music enthusiasts
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

4. TEXTS 1, 2, and 3 all deal with aspects of social media.

Write a personal essay in which you discuss what you think your life would be like if you were unable to use any form of social media for a whole year.

Candidates should write a personal essay in which they discuss what they think their lives would be like if they were unable to use any form of social media for a whole year.

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 discuss what they think their lives would be like if they were unable to use any form of social media for a whole year

The writing should be shaped as a personal essay e.g. from the perspective of the engaged 'I' /written in the first person /personal register/reflective insights/confessional tone/ individual observation, use of personal anecdotes/ includes pertinent personal details/strongly held personal views and opinions/use of authentic personal voice

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

5. TEXT 3 is set against the backdrop of the Electric Picnic music festival.

Write a short story in which a group of childhood friends form what becomes a world famous band but live to regret their success.

Candidates should write a short story in which a group of childhood friends form what becomes a world famous band but live to regret their success.

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 group of childhood friends form what becomes a world famous band but live to regret their success

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

6. In TEXT 3, members of the public are encouraged to volunteer to help the Friends of the Earth at Electric Picnic.

Write an article, to be published in a popular magazine, on the value of volunteering with at least one sporting or charitable organisation. The article should discuss the possible benefits for the people who volunteer their time and energy, and for the organisation(s) involved.

Candidates should write an article, suitable for publication in a popular magazine, in which they discuss what they see as the value of volunteering with at least one sporting or charitable organisation, from the perspective of the volunteer and the organisation(s). The two elements required in the response should be present, although not necessarily receiving equal attention.

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 in a popular magazine, in which candidates discuss what they see as the value of volunteering with at least one sporting or charitable organisation, from the perspective of the volunteer and the organisation(s)

The writing should be shaped as an article, including a heading or title and possibly sub-headings. The tone and register may be formal or informal but should be suitable for the intended audience of music enthusiasts

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

7. In TEXT 2, we see an image taken by an astronaut during a space mission.

Imagine you are representing Ireland at a United Nations conference on the future. Write a speech, to be delivered at the conference, in which you discuss both the opportunities and responsibilities facing humanity as we explore space and planets beyond the Earth.

Candidates should write a speech in which they discuss the opportunities and responsibilities facing humanity as we explore space and planets beyond the Earth.

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 as a representative from Ireland at a United Nations conference, in which candidates discuss the opportunities and responsibilities facing humanity as we explore space and planets beyond the Earth. The writing should be shaped as a speech and demonstrate the effective use of some elements of speech-writing e.g. rhetorical language, anecdotes, use of references and illustrations, emotive language, etc. The tone and register may be formal or informal but should be suitable for the intended international audience
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