



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

English

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

STATE EXAMINATIONS COMMISSION
LEAVING CERTIFICATE ENGLISH 2019 – HIGHER LEVEL

CRITERIA FOR ASSESSMENT

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

- | | |
|---|---|
| • Clarity of Purpose (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 2019 is set out in DES Circular **0006/2017**

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

Candidates' work is marked using the criteria for assessment. The indicative material included in the marking scheme is provided to aid examiners and is intended to broadly indicate the type of responses candidates might offer. The indicative material is not exhaustive and all appropriate valid answers should be marked according to their merits, using the criteria for assessment.

PAPER 1

SECTION I – COMPREHENDING (100 marks)

GENERAL

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

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

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

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

TEXT 1 – WHAT IS ART FOR?

QUESTION A – 50 Marks

- (i) **Based on your reading of TEXT 1, explain three points Jeanette Winterson makes about the value and importance of the arts. Support your response with reference to the text. (15)**

Candidates should identify and explain three distinct points Jeanette Winterson makes about the value and importance of the arts. Pay particular attention to the quality of the explanation. Responses should be supported by reference to the text.

Mark ex 15 by reference to the criteria for assessment.

Indicative material:

- the importance of art is that it “is a different value system”/a counter-culture
 - the author argues that art is important because it can nourish the human spirit/helps us to better understand ourselves/encourages us to be reflective/resilient
 - she suggests that art values individual vision/emotion/imagination
 - she argues that art has value because it is timeless, potent, confrontational, difficult, challenging
- Etc.**

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

TEXT 1 QA (contd.)

- (ii) In TEXT 1, Jeanette Winterson claims that, “We go to Shakespeare to find out about ourselves now.” With reference to a Shakespearean play you have studied for your 2019 Leaving Certificate course, identify an image, moment or episode that revealed something to you about “ourselves now”. Explain the insight(s) you gained about “ourselves now” from engaging with this image, moment or episode. (15)

Expect candidates to identify an image, moment or episode in either *Macbeth* or *The Tempest* that revealed something to them about “ourselves now”. Candidates should explain the insight(s) they gained about “ourselves now” from their chosen image, moment or episode. Allow candidates to interpret “ourselves now” as having meaning in the present for ourselves as individuals and/or our contemporary society. Pay particular attention to the focus on insight(s) and the quality of the explanation provided.

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) Identify four elements of argumentative or persuasive language, evident in TEXT 1, and explain why their use might encourage readers to agree with the views expressed by the writer in the article. You may include any combination of elements of the language of argument or the language of persuasion in your response. Support your answer with reference to the text. (20)

Expect candidates to identify any combination of four elements of argumentative or persuasive language and explain why their use might encourage readers to agree with the views expressed by the writer in the article. Pay particular attention to the quality of the explanation provided. Answers should be supported by reference to the text.

Mark ex 20 by reference to the criteria for assessment.

Indicative material:

- passionate/convincing/logical and rational tone encourages agreement
- the use of contrast colours our attitude
- interesting choice of words/clarity/eloquence of expression – makes points convincing
- the employment of allusions/quotations/anecdotes/repetition substantiates/reinforces agreement
- inclusive/rhetorical language, authoritative tone convinces

Etc.

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

QUESTION B – 50 Marks

In TEXT 1, Jeanette Winterson extols the virtues of the arts, arguing that artistic activities are beneficial both for individuals and for society in general. She also gives her views on the relationship between art and money. Write an opinion piece, suitable for publication in a broadsheet newspaper, in which you extol the varied virtues of sport, put forward a reasoned argument to persuade readers that sport benefits both individuals and society, and give your views on the appropriate relationship between sport and money.

Candidates should assume a register suitable for publication in a broadsheet newspaper. In their opinion piece they should extol the varied virtues of sport, put forward a reasoned argument to persuade readers that sport benefits both individuals and society, and give their views on the appropriate relationship between sport and money.

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: 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 – extol the varied virtues of sport, put forward a reasoned argument to persuade readers that sport benefits both individuals and society, and give a view or views on the appropriate relationship between sport and money
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.
- 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 QA

TEXT 2 – A PHOTOGRAPHER'S PERSPECTIVE

QUESTION A – 50 Marks

- (i) Based on your reading of page 4 of TEXT 2, explain three points the character, Tom, makes about the value and power of “proper” photographs. Support your response with reference to the text. (15)

Candidates should identify and explain three distinct points the character, Tom, makes about the value and power of “proper” photographs. Pay particular attention to the quality of the explanation. Responses should be supported by reference to the text.

Mark ex 15 by reference to the criteria for assessment.

Indicative material:

- the value and power of “proper” photographs is that they spring “from thoughtful creative decisions and a particular way of seeing”
- the right image has the power to achieve iconic status/“impact on our consciousness”/effect change
- he suggests that “proper” photographs have value because they encapsulate a life/a history/ experiences
- a “proper” photograph has power and value because it “steps forward”/“will always exist”

Etc.

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

- (ii) Exploring texts can provide opportunities for “a glimpse of the familiar from a different angle”. With reference to any text on your Leaving Certificate English course*, identify an image, moment or episode that enabled you to see something familiar from a different perspective. Explain the insight(s) you gained into something familiar from engaging with this image, moment or episode.

*Texts specified for study for Leaving Certificate English in 2019, including poetry, single texts and texts (including films) prescribed for comparative study. (15)

Expect candidates to identify an image, moment or episode, in a text specified for study for Leaving Certificate English in 2019, that enabled them to see something familiar from a different perspective. Candidates should explain the insight(s) into something familiar they gained from engaging with this image, moment or episode. Pay particular attention to the focus on insight(s) and the quality of the explanation provided.

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) Identify and discuss four elements of the language of narration, evident on page 4 of TEXT 2, that contribute to making Tom a real and convincing character. Support your answer with reference to the text. (20)**

Expect candidates to identify and discuss four elements of the narrative style that contribute to making Tom a real and fascinating character. Pay particular attention to the quality of the discussion. Answers should be supported with reference to the text.

Mark ex 20 by reference to the criteria for assessment.

Indicative material:

- various aspects of the narrative e.g. the setting/reference to real events/the mood/tone support the convincing creation of this character
- use of a personal voice/first person narration helps to reveal Tom's authentic character
- forthright views, expressed through the use of powerful language, make him more believable
- references to the contemporary world/his profession support the realism of Tom's character
- Tom's reflections on his daughter add to the credibility of his character **Etc.**

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

TEXT 2 QB

QUESTION B – 50 Marks

Look at the photograph on page 5 and imagine you are fleeing Earth on the last spaceship evacuating the planet after human actions have made our world uninhabitable. Write a reflective journal entry, which you hope will be preserved for future generations. In it you should criticise humanity's folly which resulted in the loss of our earthly home, share your personal memories of the planet, and celebrate some of Earth's former glories.

Candidates should assume a register suitable for a reflective journal entry (aimed at future generations) in the context of an uninhabitable planet. In their journal entries they should criticise humanity's folly which resulted in the loss of our earthly home, share their personal memories of the planet, and celebrate some of Earth's former glories.

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 – reflective tone, sense of audience, awareness of context
relevance
focus on all aspects of the question – criticise humanity's folly which resulted in the loss of our earthly home, share their personal memories of the planet, and celebrate some of Earth's former glories
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 – LIBRARIES: CATHEDRALS OF OUR SOULS

QUESTION A – 50 Marks

- (i) Based on your reading of TEXT 3, explain three points Caitlin Moran makes about the social benefits of public libraries. Support your response with reference to the text. (15)

Candidates should identify and explain three distinct points Caitlin Moran makes about the social benefits of public libraries. Pay particular attention to the quality of the explanation provided. Responses should be supported with reference to the text.

Mark ex 15 by reference to the criteria for assessment.

Indicative material:

- libraries redress social deficits – “a balancing of the power”/more equitable society
 - they epitomise appropriate social values – having a library supports education/provides cultural enrichment/feeds the collective imagination
 - provide comfort, sanctuary, dignity and joy, especially valuable in socially deprived situations
 - help to promote psychological/emotional well-being and self-esteem
 - elevate the citizen over the consumer
- Etc.**

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

- (ii) Exploring texts can open metaphorical doors into other worlds. With reference to any text on your Leaving Certificate English course*, identify an image, moment or episode that opened a door into another world for you. Explain the insight(s) you gained about the value of imaginatively entering another world by engaging with this image, moment or episode.

***Texts specified for study for Leaving Certificate English in 2019, including poetry, single texts and texts (including films) prescribed for comparative study. (15)**

Expect candidates to identify an image, moment or episode, in a text specified for study for Leaving Certificate English in 2019, that opened a door (literal or metaphorical) into another world for them. Candidates should explain the insight(s) they gained about the value of imaginatively entering another world by engaging with this image, moment or episode. Pay particular attention to the focus on insight(s) and 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 3 QA (contd.)

- (iii) Identify and discuss four elements of the writer's style, evident in TEXT 3, that contribute to making this a good example of a personal essay. Support your answer with reference to the text. (20)**

Expect candidates to identify and discuss four elements of the writer's style that, in their opinion, contribute to making this a good personal essay. Pay particular attention to the quality of the discussion. Answers should be supported with reference to the text.

Mark ex 20 by reference to the criteria for assessment.

Indicative material:

- use of authentic personal voice/sustained reflective tone effectively express the writer's strongly held views
- use of personal details and anecdotes adds authenticity and engages readers
- freshness of expression, lively, entertaining and humorous turn of phrase provide evidence of an original style
- the writing is both emotionally engaged and engaging
- coherent structure, interesting opening/strong conclusion, vivid imagery, inclusive language contribute to making this a good example of a personal essay **Etc.**

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

QUESTION B – 50 Marks

The expansion of online shopping has had a devastating effect on all types of real shops and department stores. Write an introduction to a collection of essays in support of real shops, in which you celebrate the joys of ‘real’ shopping, explain what the presence of shops and shoppers brings to communities, and discuss some of the implications for us all of the ever-increasing popularity of online shopping.

Candidates should assume a register appropriate to an introduction to a collection of essays in support of real shops. In their introductions they should celebrate the joys of ‘real shopping’, explain what the presence of shops and shoppers brings to communities, and discuss some of the implications for us all of the ever-increasing popularity of online shopping.

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 – an introduction to a collection of essays in support of real shops should invite and encourage readers to engage with the collection
focus on all aspects of the question – celebrate the joys of ‘real’ shopping, explain what the presence of shops and shoppers brings to communities and discuss some of the implications for us all of the ever-increasing popularity of online shopping
relevance
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

COMPOSING

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.

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

COMPOSING 1

1. In TEXT 2, Tom expresses the view that people favour photographs that feature sunsets.

Write a descriptive essay which captures a sense of the difference between dawn and dusk and celebrates both the beginning and the end of the day.

Candidates should write a descriptive essay which captures a sense of the difference between dawn and dusk and celebrates both the beginning and the end of the day. A descriptive essay may contain other elements (e.g. narrative) but the focus should be placed on descriptive writing.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a descriptive essay** which captures a sense of the difference between dawn and dusk and celebrates both the beginning and the end of the day
 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, quality of observation, 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. In TEXT 3, Caitlin Moran describes herself like a time bandit or spy in her local library.

Write a short story, suitable for publication in a collection of spy stories, in which a librarian, a photograph and a chair are central to the narrative.

Candidates should write a short story suitable for publication in a collection of spy stories, in which a librarian, a photograph and a chair are central to the narrative.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – a **short story** suitable for publication in a collection of spy stories, in which a librarian, a photograph and a chair are central to the narrative
 understanding of genre – the effective use of some elements of the short story e.g. narrative shape, setting, plot, characterisation, suggestion, atmosphere, dialogue, tension, narrative voice, resolution, 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. The theme of TEXTS 1, 2 and 3 is “Feeding Our Imaginations”.

Write a personal essay in which you reflect on what feeds your imagination.

Candidates should write a personal essay in which they reflect on what feeds their imaginations.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a personal essay**, which reflects on what feeds the candidate’s imagination
 understanding of genre – the effective use of some elements of personal writing e.g.
 written in the first person, reflective insights, confessional tone, individual observation,
 use of personal 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 2 is based on a series of edited extracts from the novel, *Travelling in a Strange Land*.

Write a short story which captures the evolving relationship between two characters – one young and one old – as they travel in a strange land.

Candidates should write a short story which captures the evolving relationship between two characters – one young and one old – as they travel in a strange land.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a short story** which captures the evolving relationship between two characters – one young and one old – as they travel in a strange land
 understanding of genre – the effective use of some elements of the short story e.g. narrative shape, setting, plot, characterisation, suggestion, atmosphere, dialogue, tension, narrative voice, resolution, etc.
 relevance
 originality and freshness, etc.
- C:** The extent to which the narrative 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 5

5. In TEXT 1, we are told that “Art is a different value system”.

Write a discursive essay about some of the items you think symbolise the values held by people of your age in Ireland in 2019.

Candidates should write a discursive essay about more than one item which they think symbolise the values held by people of their age in Ireland in 2019.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a discursive essay**, in which candidates consider and discuss the items they think symbolise the values held by people of their age in Ireland in 2019
 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 6

6. In TEXT 3, Caitlin Moran writes about a place that helped to shape and define her.

Write a personal essay in which you reflect on some of the places that have helped to shape and define you, and the significance of these places in your life.

Candidates should write a personal essay in which they reflect on some of the places (literal and/or metaphorical) that have helped to shape and define them, and the significance of these places in their lives.

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – a **personal essay** in which the candidates reflect on some of the places that have helped to shape and define them, and the significance of these places in their lives
 understanding of genre – the effective use of some elements of personal writing
 e.g. written in the first person, reflective insights, confessional tone, individual observation(s), use of personal 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. Tom, the character in David Park's novel featured in TEXT 2, is critical of selfies.

Write a speech, to be broadcast online, for or against the motion: *We are a self-obsessed generation.*

Expect candidates to write a speech suitable for broadcast online for or against the motion: *We are a self-obsessed generation.*

Mark ex 100 by reference to the criteria for assessment.

- P:** Focus – **a speech**, to be broadcast online, for or against the motion: *We are a self-obsessed generation.*
 understanding of genre – the effective use of some elements of speech-writing e.g. use of references, rhetorical language, anecdotes, imagery, illustrations, emotive/inclusive language, awareness of audience – an online speech may be accessed by a wide and diverse audience, register may be formal or informal, 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, 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