



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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:

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|---|---|
| • 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.

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 2018 is set out in the appropriate DES Circular 0014/2016

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

"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 – JOANNE O'RIORDAN

Question A – 50 marks

- (i) From your reading of TEXT 1, what impression do you form of Joanne O'Riordan?
Support your answer with reference to the text. (15)

Candidates should outline the impression they form of Joanne O'Riordan, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Brave – courageous approach to life; confident and articulate – addresses the United Nations; resilient – never allowed Total Amelia to hold her back; innovative – always finding new methods to help her to be independent; not self-pitying – feels she is the same as her friends; intelligent – excelled in education; sociable – lots of friends; ambitious/optimistic – wants and hopes she can live an independent life; has a sense of humour, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Based on your reading of TEXT 1, do you think Joanne O’Riordan is an effective communicator? Make at least two points explaining your response, supporting your answer with reference to Joanne’s speech. (15)

Candidates are free to agree or disagree that Joanne O’Riordan is an effective communicator, making at least two points explaining their response. Answers should be supported by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: **Joanne is an effective communicator:** She makes effective use of personal anecdotes and details : candid about the details of her life and the challenges she faces – tells us she is sixteen; talks about the support of her family; how she has overcome barriers; the technology she uses; **She develops an effective argument in support of her request for a robot:** she is clear about what she wants the robot to do, appeals to the audience through her sense of humour, her lack of self-pity, her resilience; **She employs effective communication techniques:** strong opening – introduces herself, expresses gratitude for the invitation to speak; uses first person pronouns to personalise her speech, makes effective use of repetition, uses clear and simple language, explains her condition clearly, use of humour, employs an appropriate register, uses a rhetorical question effectively, makes strong statements, issues a challenge to her audience, effective conclusion – uses memorable phrases, thanks her audience, etc.
Joanne is not an effective communicator: Candidates are free to take this view, making at least two points in support of their opinion.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) The documentary film made about Joanne O’ Riordan’s life is entitled, *No Limbs No Limits*. Imagine a documentary is to be made about your life. Suggest a title for the documentary. The title you choose should reveal something about yourself. Outline two reasons why you think this would be a good title for your film. (10)

Candidates should suggest an appropriate title for a documentary film about their own lives that reveals something about themselves, and outline two reasons why this would be a good title for the film. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) The theme of this examination paper is “Inspiring People”. Identify someone, other than Joanne O’Riordan, Gary or Paul O’Donovan or Kailash Satyarthi, who inspires you and explain why you find this person inspiring. (10)

Candidates should identify a person, other than Joanne O’Riordan, Gary or Paul O’Donovan or Kailash Satyarthi, who inspires them and explain why they find this person inspiring. Consideration should be given to the quality of all aspects of the response.

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

Joanne O’Riordan’s life has been greatly improved due to the talents of a wide range of scientists and others with training in STEM subjects (Science, Technology, Engineering and Mathematics). Write *an article for your school’s website* in which you outline your own experience of any of the STEM subjects and explain why you would or would not encourage students to study these types of subjects for their Leaving Certificate.

The material should be shaped as an article suitable for publication on a school’s website. The tone and register may be either formal or informal but should be suitable for a student 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.

Candidates should deal with all aspects of the task, although not necessarily equally, outlining their own experience of any of the STEM subjects – not studying these subjects is a valid experience – and explaining why they would or would not encourage students to study these types of subjects for their Leaving Certificate. Consideration should be given to the quality of all aspects of the response.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 2 – GARY O’ DONOVAN

Question A – 50 marks

- (i) From your reading of Text 2, what impression do you form of Gary O’Donovan? Support your answer with reference to the text. (15)

Candidates should outline the impression they form of Gary O’Donovan, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Fit - has rowed 20 kilometres that morning; tough – has blisters on his blisters; disciplined – constantly training, in complete control of everything; intelligent – learned to improve mentally by observing his brother; gracious – acknowledges the other Olympic rowers and the part they play; fun-loving – he enjoys what he does; close to his brother, Paul – inspired by his success, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Based on your reading of the above article, including its headline, do you think it originally appeared as a front-page news article or as an article in the Sports Section of the newspaper? Make at least two points explaining your choice, supporting your response with reference to both the article and its headline. (15)

Candidates should indicate whether they think the article originally appeared as a front-page news article or as an article in the Sports Section of the newspaper. Either option is acceptable. Candidates should make at least two points explaining their choice, supporting their response by reference to both the article and its headline. Consideration should be given to the quality of all aspects of the response.

Indicative material: It is a front-page news article: It is called “The Big Interview”; it deals with an international story – Olympic success; Gary O’Donovan is famous and this would encourage people to buy the newspaper, etc. It is not a front-page news article: It’s not written in the immediate aftermath of the win so is no longer topical; it is a personality piece more likely to be inside a newspaper; it is a “colour-piece” not a hard news story, etc. Article belongs in the Sports Section: about a sportsman (Gary O’Donovan), gives details of his training regime, not a hard or current news story, etc. Article does not belong in the Sports Section: belongs on the front-page – see material above.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) The documentary film made about the O'Donovan brothers is entitled, *Pull like a Dog*. Imagine a documentary is to be made about your life. Suggest a title for the documentary. The title you choose should reveal something about yourself. Outline two reasons why you think this would be a good title for your film. (10)

Candidates should suggest an appropriate title for a documentary film about their own lives that reveals something about themselves, and outline two reasons why this would be a good title for the film. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) The theme of this examination paper is "Inspiring People". Identify someone, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires you and explain why you find this person inspiring. (10)

Candidates should identify a person, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires them and explain why they find this person inspiring. Consideration should be given to the quality of all aspects of the response.

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

Imagine you are representing your school in the final of a competition. You are free to choose any type of competition; sports related, debating, singing, etc. Write *three diary entries* in which you record the details of your training or preparation for the final, reflect on the challenges you have faced during the competition, and consider what inspires you to keep working hard in advance of the final.

Candidates should write three diary entries related to representing their school in the final of a competition of their choice. In the diary entries they should record the details of their training or preparation for the final, reflect on the challenges they have faced during the competition, and consider what inspires them to keep working hard in advance of the final. 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.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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TEXT 3 – KAILASH SATYARTHI

Question A – 50 marks

- (i) From your reading of the written text on Page 6, what impression do you form of Kailash Satyarthi? Support your answer with reference to the text. (15)

Candidates should outline the impression they form of Kailash Satyarthi, supporting their answers by reference to the text. Consideration should be given to the quality of all aspects of the response.

Indicative material: Greatly admired – won a Nobel Prize, principled/ compassionate/ unselfish – left a good job to campaign against child slavery; inquisitive/curious as a child – wanted to know why some children worked and others did not; individualistic – decided not to set out on a conventional career path; optimistic – believes in the goodness of young people; encouraging – sets a challenge for young people and encourages them to dream big; inspiring – he has made a significant impact on the problem of child slavery, selfless, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (ii) Look at the image that appears on Page 7. Outline two or more reasons why you do or do not think this poster is effective in communicating a message against child labour. Support your answer with reference to both the words and images in the poster. (15)

Candidates should outline two or more reasons why they do or do not think the poster is effective in conveying a message against child labour. Answers should be supported by reference to both the visual elements and the written text in the poster. Consideration should be given to the quality of all aspects of the response.

Indicative material: **Effective:** Large capitalised letters are easy to read; the red lines running through the words are striking; the use of chalk-effect writing on a black background might reference a classroom blackboard suggesting that the child should be at school and not at work; the weight on the child's head looks painful; her expression is one of misery; the words in the list are universally significant; the fact that only the word "work" is not cancelled out is effective in conveying the message that work is all there is in the child's world; the strong dark colours are eye-catching – the red could be suggestive of blood and violence while the black suggests darkness and misery, the child is so small in the poster it suggests her insignificance in the world, etc.

Ineffective: Black and white is not eye-catching, insufficient text in the image – including more information, facts and statistics would make the poster more effective; the image of the child is too small to attract attention – it's not possible to see her expression properly; the dark colours make the poster dreary and unattractive – would not attract attention, etc.

Combined Criteria ex 15	P + C = 9	L + M = 6
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- (iii) (a) Imagine you are the director of a documentary film about Kailash Satyarthi's campaign against child slavery. Suggest a title for the documentary. The title you choose should reveal something about Satyarthi's work against child slavery. Outline two reasons why you think this would be a good title for your film. (10)

Candidates should suggest an appropriate title for a documentary film about Kailash Satyarthi's campaign against child slavery that reveals something about his work against child slavery, and outline two reasons why this would be a good title for the film. Allow for a wide variety of responses. Consideration should be given to the quality of all aspects of the response.

Combined Criteria ex 10	P+C = 6	L + M = 4
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- (b) The theme of this examination paper is "Inspiring People". Identify someone, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires you and explain why you find this person inspiring. (10)

Candidates should identify a person, other than Joanne O'Riordan, Gary or Paul O'Donovan or Kailash Satyarthi, who inspires them and explain why they find this person inspiring. Consideration should be given to the quality of all aspects of the response.

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

Based on what you have read in TEXT 3, you have decided to write *a letter to the editor of a national newspaper*. You want to encourage people to become more aware of the problem of children working in poor conditions in developing countries. In your letter you should give some information about this problem and express your strong views on the subject.

Expect candidates to write a letter to a national newspaper in which they encourage people to become more aware of the problem of children working in poor conditions in developing countries. The letter should give some information about this problem and express their strong views on the subject. The tone and register should be suitable for the intended audience. The letter should include the usual rubrics. 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.

Discrete Criteria ex 50	P = 15	C = 15	L = 15	M = 5
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SECTION II

COMPOSING

(100 marks)

General

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

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

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

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

Candidates must write a composition on any one of the following composition assignments in bold print below.

- 1. In TEXT 1, Joanne O’Riordan outlines the significant impact technology has on her life.**

Write a speech to be delivered to your classmates, in which you outline the impact, both positive and negative, that technology has on your life. Your speech can be serious or amusing or both.

Candidates should write a speech in which they outline the impact, both positive and negative, that technology has on their lives. Expect the writing to be shaped as a speech. The tone and register may be formal or informal but should be suitable for the intended audience of classmates. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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2. Gary and Paul O'Donovan, who feature in TEXT 2, are two of Ireland's most famous brothers.

Write a short story in which confusion arises because the two central characters, brothers or sisters, are identical twins. Identical twins are twins who look exactly alike.

Candidates should write a short story in which confusion arises because the central characters, brothers or sisters, are identical twins. 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. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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3. In TEXT 3, Kailash Satyarthi says that many young people are looking for a better life for themselves, for their community and the world.

Write an article for a magazine popular with young people, in which you outline what you think you, and young people generally, could do to help build better lives for people in your community, and in the world generally.

Candidates should write an article in which they outline what they think young people could do to help build better lives for people in their community, and in the world generally. The tone and register may be formal or informal but should be suitable for the intended audience. The two elements required in the response should be present, although not necessarily receiving equal attention. Expect the writing to be shaped as an article. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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4. Family, friends, health, school, fun and work are all listed on the poster in TEXT 3.

Write a personal essay in which you discuss the importance of at least three of the following in your life: family, friends, health, school, fun and work.

Candidates should write in a reflective manner about the importance of at least three of the following in their lives: family, friends, health, school, fun and work. Expect that the personal essay will be from the perspective of the engaged 'I' – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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5. In TEXT 3, Kailash Satyarthi observes that, “Time is running out.”

Write a short story which involves a race against time to prevent a disaster.

Candidates should write a short story which involves a race against time to prevent a disaster – allow for a broad interpretation of “disaster”. The writing should be shaped as a short story having some sense of a beginning – middle – end; a central character; a time-line; a defining moment of experience followed by a change; a resolution, etc. Expect that candidates will respond in a variety of ways. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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6. In TEXT 1, Joanne O’Riordan outlines some of her many achievements in life.

Write a personal essay in which you discuss what you have already achieved in life and what you hope to achieve in the future.

Candidates should write in a reflective manner about what they have already achieved in life and what they hope to achieve in the future. Allow for a broad interpretation of “achievement”. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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7. In TEXT 2, Gary O’Donovan makes several references to his brother, Paul.

Write a personal essay in which you share your thoughts on the subject of having or not having brothers or sisters.

Candidates should write in a reflective manner on the subject of having or not having brothers or sisters. Expect that the personal essay will be from the perspective of the engaged ‘I’ – the register personal, etc. It is envisaged that candidates will adopt a wide variety of approaches. Consideration should be given to the quality of all aspects of the composition.

Discrete Criteria ex 100	P = 30	C = 30	L = 30	M = 10
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