



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2022**

**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 <b>(P)</b>         | 30% of the marks available for the task |
| • Coherence of Delivery <b>(C)</b>      | 30% of the marks available for the task |
| • Efficiency of Language Use <b>(L)</b> | 30% of the marks available for the task |
| • Accuracy of Mechanics <b>(M)</b>      | 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 2022 is set out in DES Circular **0002/2020**.

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 (40 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 ONE question in Section I, either one Question A OR one Question B.**

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 – A YOUNG POET’S POWERFUL VOICE

##### QUESTION A – 40 Marks

- (i) **Based on your reading of TEXT 1, explain three insights you gain into the power of poetry. Support your answer with reference to the text.** **(10)**

Candidates should explain three insights they gained into the power of poetry from reading TEXT 1. Pay particular attention to the quality of the explanation. Responses should be supported by reference to Text 1.

**Mark ex 10 by reference to the criteria for assessment.**

##### **Indicative material:**

Poetry has the power to:

- capture the mood of a country/reflect its past and present
- bring people together by articulating shared feelings, fears and insecurities
- offer hope, healing and possibility to a nation/honour individuals – frontline workers
- harness support for various causes/deliver uncomfortable messages/support activism
- poetry has emotional/political/social power – it can enable a poet to achieve global fame **Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
10 - 9	8	7	6	5	4	3	2 - 0

**TEXT 1 QA (contd.)**

- (ii) **Amanda Gorman's status as a powerful young voice was bolstered by her performance at the US presidential inauguration. Discuss the extent to which you agree or disagree that a diversity of youthful voices should be represented in public debate on all important issues in Irish society. (10)**

Candidates should discuss the extent to which they agree or disagree that a diversity of youthful voices should be represented in public debate on all important issues in Irish society.

Pay particular attention to the quality of the discussion. Allow for a wide variety of responses.

**Mark ex 10 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
10 - 9	8	7	6	5	4	3	2 - 0

- (iii) **Identify four elements of the writer's style, evident in the edited article above, and discuss how these stylistic elements helped to shape your impression of Amanda Gorman both as a poet and as a person. Support your answer with reference to TEXT 1. (20)**

Expect candidates to identify four elements of the writer's style, evident in the text, and to discuss how these stylistic elements helped to shape their impression of Amanda Gorman both as a poet and as a person.

Pay particular attention to the quality of the discussion provided. Answers should be supported by reference to the text.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

- inclusion of background/personal details/factual information/achievements can help to shape readers' impression of Amanda Gorman
  - use of quotations by Amanda Gorman affects our impression of her both as a poet and as a person – honest, humble, determined, ambitious, caring, etc.
  - writer's use of fresh, lively, positive language affects the impression we form of Amanda Gorman
  - admiring/approving/congratulatory tone has an impact on readers' views
  - references to other well-known/successful people invite comparison, helping to shape the impression we form of the young poet
- Etc.**

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

**QUESTION B – 40 Marks**

Some students believe that the study of poetry should be an optional rather than a compulsory element of the Leaving Certificate English course. Write an open letter, to be published on a popular social media platform, to encourage discussion on this topic. In your open letter you should: explain what, if any, value you found in the study of poetry as part of your Leaving Certificate English course, explore the reasons why you think the study of poetry should be an optional or a compulsory element of Leaving Certificate English in the future and seek to anticipate and refute views that might potentially be offered in opposition to your chosen stance.

Candidates should write an open letter, suitable for publication on a popular social media platform, in which they: explain what, if any, value they found in the study of poetry as part of their Leaving Certificate English course, explore the reasons why they think the study of poetry should be an optional or a compulsory element of Leaving Certificate English in the future and seek to anticipate and refute views that might potentially be offered in opposition to their chosen stance.

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

**Mark ex 40 by reference to the criteria for assessment.**

- P:** Understanding of genre and register: an open letter to appear on a popular social media platform should be aimed at a wide and diverse audience. The register may be formal or informal  
 Relevance  
 Focus on all aspects of the question – explaining what, if any, value candidates found in the study of poetry as part of their Leaving Certificate English course, exploring the reasons why they think the study of poetry should be an optional or a compulsory element of Leaving Certificate English in the future and anticipating and refuting views that might potentially be offered in opposition to their chosen stance  
 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 12	
C 12	
L 12	
M4	

40 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	40 – 36	35 - 32	31 - 28	27 - 24	23-20	19 - 16	15 – 12	11 – 0
30%	12 – 11	10 - 10	9 - 9	8 – 8	7 - 6	5 - 5	4 – 4	3 – 0
10%	4 – 4	4 – 3	3 - 3	3 – 2	2 - 2	2 - 1	2 – 1	1 – 0

**TEXT 2 QA****TEXT 2 – THE POWERFUL VOICE OF MUSIC****QUESTION A – 40 Marks**

- (i) Based on your reading of both Extracts 1 and 2 of TEXT 2, explain three insights you gain into the power of music. Support your answer with reference to the text. (10)

Candidates should explain three insights they gained into the power of music from reading Text 2. Pay particular attention to the quality of the explanation. Responses should be supported by reference to Text 2.

**Mark ex 10 by reference to the criteria for assessment.**

**Indicative material:**

Music has the power to:

- affect us profoundly and permanently, “altering the architecture of our minds”
- reflect the mood of a place, “become part of the decor and mood of a life “
- capture moments of memory and recollection
- express emotions, “silvery melancholy and muted joy”, provide a spiritual dimension to our lives
- shape us as people, become a constant companion, an integral part of our lives

**Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
10 - 9	8	7	6	5	4	3	2 - 0

- (ii) In Extract 1, Tom Gatti observes that the music we listen to has a greater and a longer lasting impact on us than the books that we read and the films that we watch. Discuss the extent to which you agree or disagree with this observation. (10)

Expect candidates to discuss the extent to which they agree or disagree with the observation that the music we listen to has a greater and a longer lasting impact on us than the books that we read and the films that we watch.

Pay particular attention to the quality of the discussion. Allow for a wide variety of responses.

**Mark ex 10 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
10 - 9	8	7	6	5	4	3	2 - 0

<b>TEXT 2 QA (contd.)</b>
---------------------------

- (iii) Identify four elements of Ben Okri's writing style, evident in Extract 2, and discuss how effectively these stylistic elements are employed to craft a lyrically beautiful and engaging piece of personal writing. Support your answer with reference to Extract 2 of Text 2. (20)**

Expect candidates to identify four elements of Ben Okri's writing style, evident in Extract 2, and discuss how effectively these stylistic elements are employed to craft a lyrically beautiful and engaging piece of personal writing.

Pay particular attention to the quality of the discussion. Responses should be supported with reference to Extract 2 of the text.

**Mark ex 20 by reference to the criteria for assessment.**

**Indicative material:**

- Okri's aesthetic use of language and poetic turn of phrase add to the lyrical beauty of the text
- the quality of the descriptive writing, evocative details, imagery, metaphors, enhance its beauty
- philosophical/confessional reflections make the text an engaging piece of personal writing
- an authentic personal voice, interesting personal references/anecdotes keep readers engaged
- the inclusion of background details/facts about the recording is interesting/informative **Etc.**

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



## TEXT 2 QB

### QUESTION B – 40 Marks

You have been invited to contribute to a podcast series entitled, *The Music Playing in Me*. The series will explore the importance of music in the lives of individuals. Write the text for the podcast in which you: reflect on the importance of music in your life, discuss some of the particular pieces of music (songs, albums, etc.) that make up the soundtrack to your own life and share the thoughts and feelings this music evokes in you.

Candidates should write the text for a podcast series entitled, *The Music Playing in Me*, in which they: reflect on the importance of music in their lives, discuss some of the particular pieces of music (songs, albums, etc.) that make up the soundtrack to their own lives and share the thoughts and feelings this music evokes in them.

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

**Mark ex 40 by reference to the criteria for assessment using the following breakdown of marks.**

- P:** Understanding of genre and register – the text for a podcast should be aimed at a wide and diverse audience. The register may be formal or informal.  
 Relevance  
 Focus on all aspects of the question – reflecting on the importance of music in their lives, discussing some of the particular pieces of music (songs, albums, etc.) that make up the soundtrack to their own lives and sharing the thoughts and feelings this music evokes in them.  
 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 12	
C 12	
L 12	
M4	

40 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	40 – 36	35 - 32	31 - 28	27 - 24	23-20	19 - 16	15 – 12	11 - 0
30%	12 – 11	10 - 10	9 - 9	8 - 8	7 – 6	5 - 5	4 – 4	3 - 0
10%	4 – 4	4 - 3	3 - 3	3 - 2	2 – 2	2 - 1	2 – 1	1 - 0

## TEXT 3 – THE POWERFUL VOICE OF BOOKS

### QUESTION A – 40 Marks

- (i) Based on your reading of TEXT 3, explain three insights you gain into the power of books. Support your answer with reference to the text. (10)

Candidates should explain three insights they gained into the power of books from reading Text 3. Pay particular attention to the quality of the explanation. Responses should be supported with reference to Text 3.

**Mark ex 10 by reference to the criteria for assessment.**

#### Indicative material:

Books have the power to:

- endure – preserving thoughts, opinions, history, “life stories”, “human thought roads”, etc.
- express/challenge a “national vision”, become political/ideological weapons in the war of ideas
- change “the course of people’s lives”
- evoke different responses from people – inspire bravery/hatred/prejudice/acts of resistance, etc.
- their symbolic power is evident in the desire to repress/destroy/preserve /protect books **Etc.**

H1	H2	H3	H4	H5	H6	H7	H8
10 - 9	8	7	6	5	4	3	2 – 0

- (ii) In TEXT 3, we witness an exercise in censorship through the destruction of books. Discuss the extent to which you agree or disagree that censorship, including contemporary cancel culture, should not be used to silence voices of protest or disagreement in society. (10)

Candidates should discuss the extent to which they agree or disagree that censorship, including contemporary cancel culture, should not be used to silence voices of protest or disagreement in society.

Pay particular attention to the quality of the discussion. Allow for a wide variety of responses.

**Mark ex 10 by reference to the criteria for assessment.**

H1	H2	H3	H4	H5	H6	H7	H8
10 - 9	8	7	6	5	4	3	2 – 0

### TEXT 3 QA (contd.)

- (iii) Identify four features of the language of narration, evident in TEXT 3, and discuss how effectively these features are employed to craft a dramatic and disturbing account of the book burning that occurred in Berlin in 1933. Support your answer with reference to TEXT 3. (20)

Candidates should identify four features of the language of narration evident in TEXT 3, and discuss how effectively these features are employed to craft a dramatic and disturbing account of the book burning that occurred in Berlin in 1933.

Pay particular attention to the quality of the discussion. Responses should be supported with reference to the text.

**Mark ex 20 by reference to the criteria for assessment.**

#### **Indicative material:**

- the choice of narrator – a novel, entitled *Rebellion* – intensifies the drama of the account
- intriguing/detailed opening with the use of fragmented/short sentences add to dramatic effect
- the quality of the descriptive writing – vivid imagery/sensuous details/colour/personification of books accentuates the dramatic and disturbing nature of the narrative
- the vivid, detailed, realistic setting amplifies the disturbing/shocking nature of the event
- the use of surreal elements help to craft a dramatic and disturbing account of the book burning

**Etc.**

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

**QUESTION B – 40 Marks**

It is 2033 and you are the editor of an internationally distributed newspaper. A book burning event, similar to that described in TEXT 3, has occurred in a major American city. You believe that respect for books of all kinds is vital to democracy and are horrified by this assault on them. Write an editorial in which you: give your response to this incident, warn your readers of the dangers inherent in attacking books in this way and urge them to engage in peaceful protest against this and any other form of censorship.

Candidates should write an editorial, to appear in an internationally distributed newspaper, in response to a book burning event in a major American city in 2033. In their editorial they should: give their response to the book burning incident, warn readers of the dangers inherent in attacking books in this way and urge them to engage in peaceful protest against this and any other form of censorship.

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

**Mark ex 40 by reference to the criteria for assessment using the following breakdown of marks.**

- P:** Understanding of genre and register – an editorial, suitable for publication in an internationally distributed newspaper. The register may be formal/semi-formal, authoritative/persuasive in tone  
 Relevance  
 Focus on all aspects of the question – giving their response to the book burning incident, warning readers of the dangers inherent in attacking books in this way and urging them to engage in peaceful protest against this and any other form of censorship  
 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 12	
C 12	
L 12	
M 4	

40 marks	H1	H2	H3	H4	H5	H6	H7	H8
100%	40 - 36	35 - 32	31 - 28	27 - 24	23-20	19 - 16	15 - 12	11 - 0
30%	12 - 11	10 - 10	9 - 9	8 - 8	7 - 6	5 - 5	4 - 4	3 - 0
10%	4 - 4	4 - 3	3 - 3	3 - 2	2 - 2	2 - 1	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 Gatti suggests that albums can become “faithful companions” in our lives.

**Write a personal essay in which you identify some of the items or objects that have become “faithful companions” in your life and reflect on the importance of these items or objects to you.**

Candidates should write a personal essay in which they identify some of the items or objects that have become “faithful companions” in their lives and reflect on the importance of these items or objects to them. Allow for a broad interpretation of “items” and “objects”.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a personal essay** in which candidates identify some of the items or objects that have become “faithful companions” in their lives and reflect on the importance of these items or objects to them  
 Understanding of genre – the effective use of some elements of personal writing  
 e.g. written in the first person, reflective tone, use of authentic personal voice, personal anecdotes/observations, revealing personal insights, 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 2

2. In TEXT 1, we learn that Amanda Gorman may be a candidate in the American presidential election in 2036.

**You are a candidate in the next election for the presidency of Ireland. Write a speech to be delivered during the election campaign, in which you outline the social and cultural values you would promote if elected and explain the perception of Ireland you would cultivate abroad, given the opportunity to do so.**

Candidates should adopt the stance of a candidate for the presidency of Ireland and write a speech to be delivered during the election campaign, in which they outline the social and cultural values they would promote if elected and explain the perception of Ireland they would cultivate abroad, given the opportunity to do so.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a speech**, suitable for delivery during a presidential election campaign, in which candidates outline the social and cultural values they would promote if elected and explain the perception of Ireland they would cultivate abroad, given the opportunity to do so  
 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, 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

## COMPOSING 3

3. In TEXT 3, a student, Dieter Knecht, undertakes the perilous rescue of Joseph Roth's novel, *Rebellion*, from destruction in the Nazi book burning in Berlin in 1933.

**Write a short story in which the student featured in TEXT 3, Dieter Knecht, has a life changing experience as he attempts to rescue Joseph Roth's denounced novel, *Rebellion*, from the Nazi supporters who wish to see it destroyed.**

Candidates should write a short story in which the student featured in TEXT 3, Dieter Knecht, has a life changing experience as he attempts to rescue Joseph Roth's denounced novel, *Rebellion*, from the Nazi supporters who wish to see it destroyed.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a short story**, in which the student featured in TEXT 3, Dieter Knecht, has a life changing experience as he attempts to rescue Joseph Roth's denounced novel, *Rebellion*, from the Nazi supporters who wish to see it destroyed  
 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, 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. In TEXT 1, we learn that Amanda Gorman recognises that fashion is itself a storytelling device.

**Write a feature article, for the magazine section of a weekend newspaper, in which you reflect on our fascination with all things fashionable and explore the stories we tell about ourselves, intentionally or unintentionally, through our fashion choices.**

Candidates should write a feature article, suitable for publication in the magazine section of a weekend newspaper in which they reflect on our fascination with all things fashionable and explore the stories we tell about ourselves, intentionally or unintentionally, through our fashion choices. Allow for a broad interpretation of “all things fashionable” and for a wide variety of responses/registers.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a feature article**, suitable for publication in the magazine section of a weekend newspaper, in which candidates reflect on our fascination with all things fashionable and explore the stories we tell about ourselves, intentionally or unintentionally, through our fashion choices  
 Understanding of genre – a feature article can be both informative and entertaining; the effective use of some elements of feature article writing e.g. an engaging writing style, personal observations and insights, anecdotes, informal\conversational tone, etc.  
 Relevance  
 Originality and freshness, etc.
- C:** The extent to which the article 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. The theme of this examination paper is “Powerful Voices”.

**Write a discursive essay in which you identify some of the powerful voices in modern life and discuss their influence on society.**

Candidates should write a discursive essay in which they identify some of the powerful voices in modern life and discuss their influence on society.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – a **discursive essay**, in which candidates identify some of the powerful voices in modern life and discuss their influence on society  
 Understanding of genre – the effective use of some elements of discursive writing e.g. use of factual information, references, arguments and counter-arguments, consideration of a variety of views, opinions and personal experiences, illustrations, allusions, 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, 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, the students in the story are described as “unlearning everything but the spirit of the nation”.

**Write a personal essay in which you reflect on the value of engaging in all kinds of learning and the pleasure, satisfaction and personal growth that can be derived from doing so.**

Candidates should write a personal essay in which they reflect on the value of engaging in all kinds of learning and the pleasure, satisfaction and personal growth that can be derived from doing so. Allow for a broad interpretation of “learning”.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a personal essay** in which candidates reflect on the value of engaging in all kinds of learning and the pleasure, satisfaction and personal growth that can be derived from doing so  
 Understanding of genre – the effective use of some elements of personal writing  
 e.g. written in the first person, reflective tone, use of authentic personal voice, personal anecdotes/observations, revealing personal insights, 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

7. In TEXT 2, Ben Okri talks about, “the story at the plaintive heart of the music.”

**Write a short story in which a piece of music or the lyrics of a song (or songs) play(s) an important part in the narrative.**

Candidates should write a short story in which a piece of music or the lyrics of a song (or songs) play(s) an important part in the narrative.

**Mark ex 100 by reference to the criteria for assessment.**

- P:** Focus – **a short story** in which a piece of music or the lyrics of a song (or songs) play(s) an important part in 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 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