If you want to be a good writer, you need to concentrate not just on

**What you say**

But also on

**How you say what you say**

**Marking Scheme - PCLM**

* **Purpose (30%)**
* **Coherence of Delivery (30%)**
* **Language (30%)**
* **Mechanics (10%)**

**Paper 1 - 200 marks**

**Timing** – 2hrs 50mins = **170 mins**

* QA (50m – 12.5%) - One from 3 options

**and**

* QB (50m – 12.5%) – One from 3 options
* Composition (100m – 25%) – One from 7 options

**Timing**: Composition 70 minutes

A 60 minutes

B 30 minutes

**Comprehension – QA** - 50m = 12.5%

* 3 texts – **Answer on 1**
* 3 Questions: 2x15m + 1x20 marks
* Expectation – **5 marks = 1 paragraph**
* NO opening or closing paragraph required

Expect **Q(i)** to be very straightforward – often a simple character analysis task.

Example:

*Based on your reading of TEXT 1, explain three insights you gained into the impact of time on*

*memories. Support your answer with reference to the text.*

Expect **Q(iii)** to be a **style** question – vital to prepare and be able to identify the key qualities of different styles of writing:

1. Argument Discursive
2. Persuasion Speech / talk
3. Story / narrative
4. Description / Aesthetic
5. Personal writing

*Identify four features of the aesthetic use of language, evident in the above text, and discuss*

*how effectively these features are employed by Doireann Ni Ghriofa to convey her personal*

*experiences, hopes and dreams.*

Expect **Q(ii)** to be the **most challenging**. In recent years, these questions have expected candidates to be **imaginative**. These questions often do not require direct reference to the attached Reading Comprehension passage.

**Example:**

*In paragraph 7, Chadwick Boseman observes, “Purpose is an essential element of you.” Give your personal response to this observation by the writer.*

**Comprehension – QB** - 50m = 12.5%

* 3 tasks – **Answer on 1**
* Imaginative tasks – often requires candidate to **adopt a persona**
* Task usually involves a ‘**framework’** instruction, i.e. A speech; A talk; An introduction to a collection of essays; A magazine article / A blog post /An article for school website; A formal letter; A Diary entry

Questions will also usually contain **a list of tasks** that must be addressed across the response.

The key here is to be

1. Accurate
2. Consistent
3. Imaginative
4. Concise

**Example:**

*An assertion that other creatures’ lives are somehow lesser than human life has prompted extensive debate on social media. In order to join in this online debate, write an open letter to be shared on social media, in which you: state your position in relation to animal rights, explore some of the issues associated with our current engagement with animals and outline what you see as the major challenges we face as we share the planet with animals in the future.*

**Composition** – 100m = 25%

* The most important section of the exam
* 7 choices – select one
* Questions **always genre-specific**

**Expect**:

* A speech
* A personal essay
* A short story
* A discursive essay

**There will also likely be an option to write**:

* A descriptive essay
* A persuasive essay
* A magazine / newspaper article

**The style of writing is the most important criteria for assessment here**. Tasks are genre-specific, so:

* A **short story** should contain obvious elements of narrative / aesthetic language
* A **speech** should display an understanding of persuasive and argumentative techniques
* A **discursive essay** should display a balanced, informed, considered approach
* **A personal essay** should be reflective and contain ‘individual observation’

The **marking schemes** very clearly lay out the expectations related to each style of essay and should be studied closely.

**The quality of language and expression** will be closely examined in this task above all others.

The expectation is that the candidate will display a strong understanding of the particulars of the selected genre and will write in an articulate and clear style.

**Imagination and Originality are key factors in a successful composition.**

**Paper 2** – 200m – 200 minutes

**Time management**: Easy – 60 minutes per essay and 20 minutes for unseen poetry.

There is an expectation that all answers on Paper 2 will be:

1. **Substantial** (anywhere between 1,000 & 1,200 words is a reasonable expectation)
2. **Evidence-based**. Quotation is vitally important here. There is an absolute expectation of supporting quotation for answers to Single Text and Studied Poetry answers. Quotation also adds to the quality of Comparative answers.
3. **Analytical** – the expectation is that answers will contain thoughtful and considered question-facing commentary. All Paper 2 tasks are exercises in **CRITICAL THINKING**.
4. Properly **structured**.

**Note:**

In responses to Single Text and Studied

Poetry tasks, **opening and closing**

**paragraphs certainly should be written.**

However, they should be **brief** and only

need to **accomplish one task** – state the

candidate’s response to the statement

proposal in the question. Every answer

on Paper 2 requires an answer that is

written in the **Language of Argument**

so provide your **THESIS** and move on.

Closing paragraphs should again be

brief and simply re-iterate the thesis.

Candidates do not need to not ‘list’

points on the OP or CP

**Single Text – 60m = 18.5%**

Five Texts are prescribed for study:

1. Macbeth
2. All the Light We Cannot See
3. A Doll’s House
4. Frankenstein
5. The Picture of Dorian Gray

* There will be **2 questions** on each text and candidates can choose to answer one question.
* The question will contain multiple elements

**Examples:**

**#1**

*Discuss how Shakespeare makes effective use, for a variety of purposes, of the contradictions and inconsistencies evident in Macbeth’s character. Develop your discussion with reference to Shakespeare’s play, Othello.*

**#2**

*Discuss how Shakespeare’s use of language, including imagery, plays an important part in developing our understanding of one of the following aspects of his play, Macbeth: themes; characterisation; setting and atmosphere. Develop your answer with reference to the text.*

**Expectations**:

1. Answers will be **question-facing**.
2. Answers will **not ‘narrate’** the studied text.
3. Answers will be thoughtful, and **points and evidence will be contextualised in the light of the question.**
4. Between **4-6 relevant points** will be presented in a logical and structured essay.

**Macbeth – Key Topics for Revision:**

1. The story-arc of the main characters
2. The Modern Appeal
3. Universal themes like Corruption and deception are particularly important.

**Comparative:**

**Three modes** are prescribed for study.

In 2023, questions will be asked on **all 3 modes**.

1. Theme and Issue
2. The General Vision and Viewpoint
3. Literary Genre

**CANDIDATES MUST CHOOSE TO ANSWER ON ONE MODE.**

* Each mode will offer **a choice** between two questions.
* One choice will be a **stand-alone 70-mark essay**.
* The other choice will be divided into **Part A (30) marks and Part B (40 marks)**.
* **Candidates are expected to be able to refer to all three texts when answering questions.**

**Expectations**: Answers will

1. Be written in the **comparative spirit**
2. Display a **detailed knowledge** of the selected texts
3. **Avoid paraphrasing / narrating** the selected texts.

When writing a Comparative answer, ensure you clearly identify your selected texts before you begin to write. The **list technique** is a very effective way to do this.

Try to develop 3-4 points in a thoughtful and analytical style.

**Studied Poetry: Poets Prescribed for Higher Level 2022**

|  |  |  |
| --- | --- | --- |
| **Irish** | **Women** | **Dead Old Greats** |
|  |  |  |
| Patrick Kavanagh | Elizabeth Bishop | John Donne |
| W.B. Yeats | Adrienne Rich |  |
| Paula Meehan | Emily Dickinson |  |
| Derek Mahon | Paula Meehan |  |

* **Expect to see at least one poet from each category on your exam.**
* **5 poets are examined**
* Candidates have to answer on **one poet.**
* Questions will usually explicitly refer to

1. The **thematic content** of a poet’s work
2. Aspects of the poet’s **style of writing**

**Expectations:**

* Candidates should refer to between **4-6 poems** in an answer.
* Candidates will focus in on **3-4 core** poems and then refer to another **1-2 other poems** in context.
* Candidates will **not summarise** the poems.
* Candidates will be **selective** in choice of evidence.
* **You do not have to tell the examiner the story of the poem.**
* The questions will **vary in difficulty**. **Decision-making** is a key skill here.
* A good example if this comes from the 2020 Paper 2:

**Emily Dickinson**

*Discuss how Dickinson’s unique approach to language, and the balance between beauty and horror in her imagery, help to relieve some of the darker aspects of her poetry. Develop your response with reference to the poems by Emily Dickinson on your course.*

**Adrienne Rich**

*Discuss how Rich makes effective use of a variety of characters, often in dramatic settings,*

*to probe both personal issues and wider social concerns in her poems. Develop your response with reference to the poetry by Adrienne Rich on your course.*

One of these questions was **much** easier than the other...

Finally, Some comments from the **Chief Examiner** that are worth considering...

*The Leaving Certificate English Syllabus states that, “Developing* ***control and power over language is the most essential educational achievement*** *for all students if they are to become confident, thoughtful and discriminating adults and citizens”, (Leaving Certificate Syllabus, English, para. 3.5).* ***The importance of key language skills*** *is emphasised throughout the Marking Schemes for Leaving Certificate English and* ***candidates who exhibit competence and control in the use of language are rewarded****. It should be remembered that* ***candidates’ language skills are continuously assessed*** *in the marking of answers to all questions on both Papers 1 and Paper 2 of the Leaving Certificate English examination. The criteria for assessment are applied in the case of every answer at both Higher and Ordinary Levels. This means that candidates who exhibit fluency appropriate to the task are rewarded in relation to every question answered.* ***It is worth noting that some examiners identified candidates who were able to demonstrate knowledge of a text or texts but were less able to deliver this knowledge in a lucid and coherent fashion.***

***An appropriate awareness of grammatical and syntactical conventions contributed to the cohesiveness of better answers*** *in the 2013 examination, as did the use* ***of correct spelling and punctuation****.* ***Weaker responses tended to be characterised by an inability to organise answers in a logical and coherent fashion and a lack of clear expression.*** *The syllabus requires that****, “all students will be expected to be assiduous in their attention to paragraphing, syntax, spelling and punctuation.”***

***Candidates at both Higher and Ordinary Levels benefited when they exhibited an ability to structure their writing, organise paragraphs, spell accurately and correctly employ punctuation.***

*The criteria for assessment also make explicit reference to the “use of lively interesting phrasing, energy, style and fluency”. It is essential that candidates are aware of the many purposes for which language is used and the diverse forms it can take, to appropriately serve particular purposes and audiences. Creative and thoughtful users of language were rewarded*

PMC Brunner – YouTube

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**Monday 5.30**

**Wednesday 5.30**

**Friday 5.30**

**Saturday**

**9.00**

**10.30**

**12.00**