

How to Approach this Exam

- Familiarise yourself with the **sections** to be examined.
- Start by reading all **instructions** carefully.
- Use the **writing space** provided.
- Stick very closely to the suggested **timings**.
- **Stay on-task**: Address the question throughout your answer.
- Use **evidence** to support your answer.
- **Explain** your point of view.

Become Familiar with the Success Criteria

Reading

- Demonstrate an **understanding** of what you have read.
- Show an appreciation of **texts which you have studied**.
- Show an understanding of **key moments** within these texts.
- Display an appreciation of **language**.
- Prove that you have an appreciation of **various registers**.
- Identify and assess the **reader's experience**.

Writing

- Demonstrate your ability to write for a **variety of purposes**.
- Show your ability to **write effectively in a range of forms**.
- Respond **imaginatively**.
- Apply your knowledge of **language structures** – grammar, punctuation, paragraphing, sentence structure.

Marks will be awarded when you show a clear effort to engage with each of the learning outcomes above.

Your writing should show clear engagement with the task.

You will be awarded one of the following **descriptors**:

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations



Junior Cycle English

Ordinary Level

Final Examination Sample A

Sample A Making Choices

There are **four sections** in this examination.

Section A Interpreting and Responding to Poetry **60 marks**

- **Question 1:** You are asked a series of short questions. Notice how the sample answers address the question. You will lose marks for straying off-topic.
- **Question 2:** You are required to write about a poem that you have studied. Choose a poem that is relevant to the question topic. Refer to the poem throughout your answer.

Section B Reading Texts to Understand **60 marks**

- **Question 3:** You are asked a series of questions based on *Dustbin Baby*. Ensure your answers are relevant. Explain your views in detail.
- **Question 4:** You are asked to show an understanding of the author's word choice. Notice how the sample answers show clear engagement with the task.
- **Question 5:** You are expected to write creatively, showing awareness of tone and form. Read the sample answer and decide which descriptor you feel it deserves.

Section C Responding to Studied Texts – Fiction **30 marks**

- **Question 6:** You must write about your studied novel here. Clearly write the name of the novel and author. Use the headings provided to guide your answer. Avoid repetition. Plan your answer using the space provided which has been labelled 'Optional Rough Work'. Notice how the sample answer makes regular reference to the text.

Section D Reading Comprehension **30 marks**

- **Question 7:** You are asked a series of short questions. Look at the way the sample answer points out some of the most obvious observations. Reference the poster in your answers.
- **Question 8:** In part (d) you are asked to imagine writing a review of a film, documentary or TV show. Choose something you have enjoyed and recommend it to the appropriate audience. You may write about a film or documentary which you have studied or which you have enjoyed.

Section A Interpreting and Responding to Poetry

Question 1

30 marks

- (a) **The speaker in this poem thinks he is ‘real cool’. Do you think he seems cool?**

No, I do not think that the person speaking in this poem is cool at all. I think people who are cool would be a bit more impressive than this boy. He is a member of a gang who ‘lurk late’. People who are sneaky and cannot be trusted ‘lurk’ and I do not think this is cool. The boy thinks that dropping out of school makes him and his friends cool. Instead, he has shown that he is missing out on his education. I’m not impressed by him or his actions.

- (b) **Would you like to be part of this gang? Explain why or why not.**

When I started reading this poem, I thought it sounded fun to hang around playing pool with a group of friends. But now I realise that I wouldn’t fit in with this group. The gang boast about the way they ‘strike straight’, which sounds like they might be up to no good. I don’t want to be part of a group of people who do not have much hope for the future, who admit that they will ‘die soon’.

- (c) **A number of lines begin with a verb – an action word. What do we learn from the actions of the gang?**

I noticed that the poet uses a technique called enjambment, or run-on lines. This is very clever because my attention was drawn to the first word of each line. These words tell us more about the gang. Words like ‘left’ show us that the boys left school, maybe because they felt unwanted there. ‘Lurk’ and ‘strike’ show us that this might be a criminal gang. They ‘sing’ about their sins as if they are proud of them. Maybe they listen to jazz music during the summer before they ‘die’.

- (d) **Teenagers usually associate the summer months with freedom and having fun. The members of this gang are free every day but their freedom comes at a price. What price does the speaker admit they will pay at the end?**

The speaker admits ‘We die soon’ at the end of the poem. The gang will pay the highest price for their freedom – they know they are digging their own graves and will face death, just like many people involved in gangs.

Is this what you would expect the speaker to say?

No. I didn’t expect the speaker to realise for himself that he might die because of the choices he has made. It can be hard to admit the truth sometimes. It shows that this person knows deep down what he is doing. Maybe he regrets his actions. It must be awful to know that you might be killed and die at an early age.

- (e) **In your opinion, is this a well-chosen image?**

Circle:

Yes, it is well chosen

No, it is not well chosen

Explain:

I really like this picture and think it will help the reader to create an image of the gang in his/her mind. The boys in this picture are in shadow while they drink and smoke. I think the picture shows that this isn’t just an innocent game of pool.

(f) What advice would you give to the members of this gang?

I wish I could talk to the speaker in the poem. I would tell him that he doesn't have to die for nothing. I don't like when people tell me what to do but I would try to make him see that he could have a better chance in life if he got out of the gang and stayed out of trouble. He seems like a bright guy so maybe he would take my advice.

Question 2

30 marks

(a) In the poem 'We Real Cool' we see a group of teenagers who have made bad decisions. Write about a time when you or someone you know made a difficult decision.

On the first day of secondary school a boy called Conor teased my best friend Paul about the size of his schoolbag and everyone thought it was hilarious. This was the start of the bullying.

Soon, Conor began hurting Paul in other ways. He would trip him up in the corridor. He would turn Paul's bag inside out. One day he stabbed Paul's hand with a compass. Paul begged me not to tell the teachers. I knew what I had to do but I was scared. I was afraid that if I told a teacher about Conor, he would find out and come after me. I also worried that Conor would make things worse for Paul.

I spoke to my football coach because he was someone I trusted. I arrived early to training one Wednesday and told Steve what was going on. He said I had done the right thing and he promised to speak to Paul's parents.

The decision was hard for me because Paul had asked me not to say anything. I was scared for both of us but knew deep down that it was the right thing to do.

(b) What happened as a result of this decision?

When I told my football coach, Steve, what was going on he promised me that everything was going to be okay. He spoke to Paul's parents and told them everything that had been happening.

The next day at school, my year head called me to her office. I was nervous but she told me to tell the truth about what had been happening. I told her everything.

After this, Conor's parents were called into school. His dad told him to apologise to Paul and promise that nothing like this would ever happen again. The bullying stopped after this. Conor and Paul never became friends, but once I told someone Conor backed off. I had been worried that Paul would be angry with me for telling Steve, but he realised as well that it was the right thing to do. He was glad that I had helped him solve the problem.

(c) What lesson did you learn from this occasion?

I had always been told to let someone know if a person is being bullied. I didn't realise that I would have to help my best friend in this way. I learned that it is really important to help someone when they are in trouble. I know now that I don't have to be afraid to do what I feel is right. I'm glad that I helped Paul and that I turned to someone I trust. Doing the right thing isn't always easy but I would do the same thing again.

The most important lesson for me was that friendship means everything. I found it hard to ask for help and to make the decision to do this because I didn't want to let Paul down when he begged me not to tell anyone. Paul's friendship is really important to me and I know he would do the same for me if I needed his help.

Section B Reading Texts to Understand

Question 3

40 marks

- (a) Indicate whether you agree or disagree with the following statements by placing a tick in the appropriate space.

Statement	I agree	I disagree
It was easy for April's mother to abandon her		✓
Frankie did the right thing	✓	
April's mother thought the baby would be fine without her and she was right		✓

- (b) Choose one of the statements from part (a) and explain why you agree or disagree with it.

Statement:

April's mother thought the baby would be fine without her and she was right.

Explain:

I disagree with this statement because I don't think April has been fine without her mother. From the beginning of her life she has been alone. April doesn't know what her mother was thinking when she put her in the bin. Her mother might have just done that because she was frightened.

- (c) What decision did April's mother make?

April's mother gave birth in an alley. I don't think she planned to give birth there. April imagines her mother looking at this 'slimy and strange' baby. April's mother then 'detaches' them forever. She decides to open 'the dustbin with one hand' and drop the baby in. She then disappears, leaving the baby in the bin.

- (d) What might have caused April's mother to make a decision like this?

I don't think anyone makes a decision like this unless they are desperate. April's mother might have had a really strict mum and dad who would go mad if she brought a baby home. Maybe she was able to hide the bump under her baggy school jumper. She must have been really scared and shocked when she held the baby, alone in the alley. I feel sorry for her because she was all alone. I think April's mum would have found it hard to live with a decision like this.

- (e) Write a sentence using each of the following words correctly. Your sentences should show an understanding of each word. You may not use a line from *Dustbin Baby*.

- **Abandon**
In the distance I heard the captain roar, 'Abandon the mission! Return to base!'
- **Detach**
According to the instructions, I needed to detach Part A from Part C.
- **Tenderly**
She stroked his face tenderly, whispered 'I love you' and walked away.
- **Warily**
The dog looked around warily, unsure if someone might hurt him.

Question 4**10 marks****(a) What do these words tell us about how April's mother is feeling?**

These words are not very positive. Normally when someone has a baby there is happiness and celebration but these words show that April's mother is not happy. The word 'detaches' shows us that the mother and baby are being separated. This is not a good thing for April or for her mother, who must be very upset. She sees her baby as 'strange', so maybe she is in shock. Finally, April's mother 'drops' her into a bin. Usually people are very careful with newborn babies but April's mother must be panicking. Her feelings towards the baby must be very negative, just like these words.

(b) What do these words tell us about Frankie?

These words show how Frankie is being really careful with the baby. He is 'gentle', which shows that he is protecting April. He holds her 'tenderly'. This word makes me think that Frankie is a caring person, as if he is holding the baby with love. Finally, when Frankie speaks 'quietly' he is aware of the little baby who has been crying her eyes out in the bin. He probably thinks that she has suffered enough and wants to be kind to her. I think he is a really nice person.

Question 5**10 marks**

April spends her whole life wondering why her mother abandoned her. Imagine you are April's mum. Write a letter to April explaining what happened that day and why you left her in the dustbin.

1 April 2016

Dear April,

Happy Birthday. I think of you every single day but especially on your birthday. The day you were born will never leave my mind. I was 16 years old. I don't know how, but I managed to hide it from my parents. My dad was so strict. He would have killed me if he had known!

You came a month early. Did you know that? I panicked. I was in so much pain and was so scared. I did the first thing that came to my mind. The newspapers reported that some boy from a nearby restaurant found you. I saw on TV that they asked 'the mother to come forward' but I just couldn't. I'm so sorry. I will never forgive myself and I don't expect you to forgive me either.

You are 14 today. I wonder what you look like now. Do you look like me? Do you live with a nice family? I hope so. I hope you are smart and kind.

I think about you all the time. I will always be sorry.

Mum xxx

Section C Responding to Studied Texts – Fiction**Question 6****30 marks**

'In novels, characters must often make tough decisions'

Choose a novel that you have studied where a character is faced with a difficult decision.

Title*Of Mice and Men***Author**

John Steinbeck

(a) Describe the character who has a difficult decision to make.

Character's name

George Milton

Description of this character

George is like a parent to his friend, Lennie. He is very protective and keeps Lennie safe at all times. I feel a bit sorry for George because he always has to watch over Lennie, who is like a child. Sometimes it is a bit much for George and he tells Lennie, 'I could get along so easy and nice if I didn't have you on my tail.' Even though he says this to Lennie, George admits 'we got somebody to talk to that gives a damn about us'.

Lennie knows that he is lucky and tells George 'I got you to look after me and you got me to look after you.' George is a loyal person who sticks by his friend. He feels responsible for Lennie. Whenever Lennie gets into trouble, George is the one who sorts everything out. When Lennie got into trouble at their old ranch in Weed, George saved Lennie and stood by him.

George is the best friend Lennie could ever have. Lennie constantly begs George to tell him about their American Dream. It is clear that George is a bit of a dreamer. He tells Lennie that one day they are 'gonna have a little house and a couple of acres'. He shares this dream with Lennie until the very end.

George is very honest and always seems to know exactly what to do. Even when really hard decisions have to be made, he doesn't hesitate. He always does the right thing, for the right reasons. I think he's a really strong person.

(b) What decision does your chosen character have to make? Explain how this decision is difficult for your chosen character.

The decision my character has to make

George has to decide what to do when Lennie gets into trouble. He makes the awful decision to shoot Lennie in the end.

My chosen character finds this decision hard because ...

George has to make the hardest decision ever. Without meaning to, Lennie kills Curley's wife and runs to the place where George told him to go if he got into trouble again. George finds Lennie down at the river. He knows that Curley and the other men are coming after Lennie. Curley is a really mean person and will want to see Lennie suffer for what he has done. George cannot let Lennie suffer like that, as he's 'jes' like a kid' and it is up to George to protect him. It is a very difficult decision because George loves Lennie and he has been his companion for a long time. He is going to be the one to pull the trigger and shoot his best friend in the back of the head. George kills Lennie out of love. He does it to save him from the others but it is extremely hard for him.

George tells Lennie about their American Dream for the last time. While Lennie is fantasising about how he will 'tend the rabbits', George shoots him in the back of the head. It breaks his heart to do this and I don't think George will ever be the same again.

(c) Did things work out for this character? Explain with reference to your studied novel.

No, George lost his best friend. He is the one who took Lennie's life. George is very upset by the end but there could be no other outcome after what Lennie did. The only way things would have worked out for George is if Lennie had stayed out of trouble. That way, George, Lennie and Candy might have been able to buy some land and live their dream. Instead, George is left all alone and does not have Lennie to look after or keep him company anymore. Things couldn't have been any worse for poor George. Not only did he lose out on his dream of the farm but he lost his friend, too. The ending of the story was so sad and I really hope that George will be alright. Maybe his workmate Slim will look after him now.

Section D Reading Comprehension

Question 7

15 marks

(a) Who made the film *Inside Out*?

Disney Pixar.

(b) When was the film released?

June 2015.

(c) Do you like this poster? Tick the statement you agree with:

Yes, I like the poster ✓

No, I do not like the poster

Give two reasons for your answer.

First reason






I think this poster is really eye-catching and interesting to look at. It doesn't cram too much information in. It gives just a taste of what the film might be like. The best thing about the poster is the bright, attractive colours of the characters contrasted with the dark profile of the head. Each of the five characters has a main colour associated with them – purple, yellow, green, blue and red.

Second reason

I love the facial expressions of the five characters shown on this poster. The caption says 'Meet the little voices inside your head' and I can almost hear what each of them would say because of the faces they are making. The red character is so angry that his head is on fire. I think this is a really funny image. The poster contains lots of humour. This is why it appeals to me.

(d) The caption 'Meet the little voices inside your head' accompanies this poster. If you could give a voice to one of the animated images in the poster, what would they say?

Tick the character you have chosen:

Joy	Fear	Disgust	Sadness	Anger
				
		✓		

I think my chosen character would say ...

'Ugh, this is so annoying! Every day I have to be stuck here with Anger – always in a rage, Sadness – always moping around, Fear – afraid of his own shadow and Joy – please! Could she *be* more annoying? Always so chirpy, so happy – too happy. Sometimes I wish they would just leave me alone but oh no, that would never happen. I have to listen to all their ridiculous ideas. The only thoughts around here should be mine. I mean, seriously!'

Question 8

15 marks

(a) What rating is the film *Inside Out*? What does this rating mean?

Rating

PG (parental guidance)

This rating means ...

that the film is suitable for a younger audience but parental guidance is advised. An adult should be there with their young children or watch the film beforehand so they know if it is suitable for their children.

(b) What genre is the film *Inside Out*?

Inside Out is an animated film.

(c) Explain what is meant by the term 'genre'.

Films are divided into categories and these categories are given names, for example, action, comedy, horror and so on. Genre is the category of a film.

(d) Name the film, documentary or television show that you have chosen in the space below.

I have chosen to review the film <i>School of Rock</i>
--

Introduction and description

School of Rock is a comedy starring the legendary Jack Black. The story revolves around the central character, Dewey, who impersonates his best friend in order to get a job as a substitute teacher. Realising that the students in his class are amazing musicians, Dewey signs them up for a Battle of the Bands competition. This is his chance to become a success. But is he just taking advantage of the kids or does he actually care about them? Will Dewey be caught out? Will the class make it to the Battle of the Bands? You might think that a fun-filled, family film would have a predictable ending – but not this one. *School of Rock* really is one of the best movies out there!

Rating and recommendation

To everyone reading this who might have already seen the film, I'm sure you will agree that *School of Rock* deserves a five-star rating. It is awesome! I would highly recommend it to any music lovers out there, especially those of you who are really interested in rock music – this is the film for you! Even if you are not interested in rock music but love comedies, you will love *School of Rock*. It is really entertaining, with Jack Black delivering some of the best lines, facial expressions and dance moves you have ever seen! If you haven't already seen it, watch *School of Rock* for its all-star cast, great storyline, brilliant one-liners and hilarious moments. You won't be disappointed!



Junior Cycle English

Ordinary Level

Final Examination Sample B

Sample B Being Unique

There are **three sections** in this examination.

Section A Writing for a Variety of Purposes

60 marks

- **Question 1:** The image you choose should act as inspiration for your speech. Look at the sample speech provided. It shows the student's ability to write for a particular purpose and in a particular form.
- **Question 2:** The examiner will look for some originality here. You must plan your answer before writing. Look at the sample essay entitled 'My Guide to Being Happy'. Decide which descriptor you would award this answer.

Section B Reading Texts to Understand

100 marks

- **Question 3:** You must answer a series of short questions. Make sure to address the question throughout and support any points you make by discussing the extract provided.
- **Question 4:** You will need to use your knowledge of drama, stagecraft and performance for this question. Use your imagination to picture the action taking place on stage. Notice how the sample answers try to describe what the play *could* look like on stage.
- **Question 5:** Use your imagination to decide what might happen when the policeman arrives. Remember to write in the form of a script. Notice the structure of the sample answer.
- **Question 6:** Choose the statement that you agree with most. Explain yourself in lots of detail.

Section C Responding to Studied Texts

20 marks

- **Question 7:** Notice that you have a choice in this question. You may write about your studied novel **or** play. Do not waste time answering both.

Use the headings provided to guide you. Identify the key terms in each question / heading and address this throughout your answer. Avoid paraphrasing (re-telling) the entire story.

Notice how the sample answer addresses the question and makes reference to the play throughout.

Section A Writing for a Variety of Purposes

Question 1

30 marks

You have been asked to make a presentation to your classmates. Your presentation should focus on the topic 'The Importance of Being Yourself'.

- (a) Choose one image from page 45 in the exam paper book to show as part of your presentation.

The image I have chosen is

Image 1: 'Be yourself, everyone else is already taken'.

I like this quote because

It tells you to just be yourself. The message is that you don't have to imitate others since you are special in your own way. This quote says that everyone should be proud of their own personality and characteristics. This is a positive message, especially for teenagers because sometimes we forget that we don't always have to follow the crowd.

- (b) Write the speech you would deliver below.

The Importance of Being Yourself

Hi everyone,

As you can see from the background image, I am here to talk to you about being yourself. Put your hand up if you do not follow the crowd – (look around the room) – wow! That's almost half of you. During this talk I hope to show you that it is okay to make your own decisions and do what you want to do, even if it means being a bit different or going against the crowd sometimes.

Have any of you been scared of feeling unwanted in a group of friends at a party or in school? I know I have. As a lover of *Star Wars* and *Marvel* comics, sometimes I just keep quiet about my passion because I know others might make fun of me. It's a part of myself that I hide. I guess this means I'm not always true to myself.

I remember there was one time when I was hanging out with a new group of friends from my football team. Everyone was talking about the teams they support. I support Leicester because my dad has been a massive fan since he was seven years old. I told everyone that I support Chelsea, because that's what most of the lads were saying. I wanted to fit in. I know now that I did the wrong thing. I wasn't being myself. If I had been with my best friend, I would have talked all day about my team.

I learned my lesson when Leicester shocked everyone by winning the Premier League. They won in their own way and they did it by being themselves. They were Leicester; Leicester grounds, Leicester fans, Leicester coach. They didn't hide or change who they are in order to win, they did it proudly.

So, whoever you are – be proud. Celebrate who you are and the things that make you totally unique. There is only one of you. No one else looks exactly the same as you. You have your own personality, sense of humour, talents, ambitions and interests. You might have things in common with people, but you are YOU.

Maybe you'll agree with me and maybe you won't, but I think when you are true to yourself you can't go wrong. Remember that you are an individual. You are your own person. You get to make decisions for yourself.

My mum left a note in my bag on the first day of secondary school and I was embarrassed that someone might see it. It said:

*Luke,
Be gentle
Be kind
Be good
Most of all, be yourself.
Have a good day.
Love, Mum*

I shoved the note back into my bag and forgot about it. When Leicester won the league, I searched my bag for the note. I found it and stuck it to the inside of my locker. I shouldn't have been ashamed to be a Leicester fan and I shouldn't have been embarrassed about the note.

I look at the note every day in school and remember how important it is to be myself. I encourage you to be who you are and to be proud!

Like Oscar Wilde said (point to the image) 'Be yourself. Everyone else is already taken.'

Thank you.

Question 2

30 marks

I have chosen to answer:

A. B. ✓ C. D. E.

My Guide to Being Happy

Ever since I was a little boy, I have been easy to please. My mum says that when I was a baby she would just have to stick her tongue out at me and I would explode with laughter! So, I think it's fair to say that I have 'being happy' sussed. Here is my guide to being happy:

Step 1: Find a hobby that you love

First things first, you need to figure out what makes you happy and do more of it. Do you feel happiest when you're playing music? Then play more music! Do you love nothing more than running around a football pitch with your friends? Then play more football! It's that easy. I think people sometimes focus too much on all the things they *don't* like. This is a waste of time. Okay, not everyone likes school, homework and exams but we don't spend 24 hours a day in school. When you've got free time, fill it with the things you love.

Step 2: Make the best of things

You might not like having to get up early every morning to go to school, having to study for exams or doing hours of homework – let's face it, who does? But I have learned to make the best of these things. If I spend three hours studying science on a Sunday morning, I know that I can be proud of my progress no matter what, because I'm putting the work in. It feels good to look on the bright side. If I'm not allowed to go out at night with my friends, then I use the time at home to watch a movie with my brother or read a book. These are things I love to do anyway so I don't feel too disappointed about not meeting my friends.

Step 3: Look forward

We all need something to look forward to. It might be summer holidays, birthdays, going to the cinema at the weekend or a new series of your favourite TV show. I always have something to look forward to and this keeps me upbeat and happy. Right now, I'm looking forward to my birthday and hoping for a surprise party – fingers crossed!

Step 4: Appreciate what you have

Step 4 in my guide to being happy has three parts: family, friends and gifts.

Family: Most of us complain about our families, I mean who hasn't had a fight with their brother? I know there are times when I wish my family would go on holiday and leave me 'home alone' but life isn't like the movies. Most of the time, we're just people who live together. But when we need them, our families are there. I wouldn't change mine for the world, even if I do need a holiday from them every now and then. Appreciate your family because they're the only family you have!

Friends: Most people my age love hanging out with their friends. I think our friends make us happy. We share lots of experiences with our friends and grow up together. Sometimes we fall out but it's so important to make up. After all, your friends know you best. They are the ones who remember your most embarrassing moments and the ones you laugh and joke with. They are there for you when you need them. If you have one true friend, you are lucky. Value your friends. Make more memories with them!

Gifts: I know what you're thinking, presents? Christmas, birthdays, special occasions, right? Wrong. I'm talking about your gifts, your talents. You are special, you are a one-off. You might not be able to sing or dance or score the winning goal in the cup final, but there is no one who listens like you, there is no one who cooks like you, there is no one who is brave like you or smart like you. Maybe you haven't found your talent yet, or maybe it's there and you just can't see it. Knowing that every single person has a gift is good enough for me. It makes me really happy to know that I'm good at science and I can name all the stars and planets. That's pretty cool.

So, I guess you will agree that I'm a pretty happy person. I like to think that no matter what, I will see the good side to everything. Life shows me every day that you can find happiness in the strangest places, but mostly in the things that really matter – in the people you love. I read a saying once that went something like this ... 'Happy people don't *have* the best of everything, they *make* the best of everything.' What do you think?

Section B Reading Texts to Understand

Question 3

50 marks

(a) Give two reasons why Christopher might be described as unique.

First reason

Christopher could be described as unique because he does things differently to other people. For example, Christopher likes to walk up and down his street in the middle of the night, pretending he is 'the only person in the whole world'. When Mrs Shears shouts at him, Christopher presses his forehead 'onto the grass' because it calms him down a bit. This isn't a typical way of dealing with someone shouting at you.

Second reason

Christopher is really different to other 15-year-olds. If you asked any 15-year-old from my class to write about themselves, I don't think they would tell you that they know 'every prime number up to 7507'. Christopher says that he would look at Siobhan's drawing to help him understand what people meant when they spoke to him. He would compare the drawing to the person's face. This is a really unusual thing to do and it makes Christopher unique.

(b) What sort of personality does Christopher have?

I think Christopher might have a really serious personality. Maybe he doesn't have a good sense of humour. When Siobhan makes a joke and laughs, Christopher doesn't see the funny side. He gets a bit angry and tears up the paper. This shows that Christopher might be sensitive and have a bit of a temper.

I think that Christopher has got a kind side because he likes dogs. He lifted the dead dog into his arms 'and hugged him'.

(c) Christopher speaks about Siobhan. Who do you think she is?

Siobhan might be someone who looks after Christopher when his parents go to work. She sounds like someone who is doing her best to teach Christopher about other people. She seems really patient and she is nice to Christopher.

(d) Would you like to be friends with Christopher? Give reasons for your answer.

I would like to be friends with Christopher but I don't know if he would like to be friends with me. I like to have a laugh and I don't know if Christopher would find the same things funny. I would like to be Christopher's friend because he said he is happiest when he is 'reading about the Apollo space missions'. This means we have something in common because I am really interested in outer space and moon landings. My grandad bought me a telescope for Christmas and I think Christopher would like to look at the stars with me. If I were his friend, I would be able to tell Christopher what people mean when they talk to him, so that he wouldn't have to check his piece of paper anymore. The other reason I think we would be good friends is that Christopher likes dogs and, since I have two dogs, we could play with them together.

(e) Christopher plans to write a murder mystery novel. Would you like to read a novel written by Christopher? Base your answer on Christopher's style of writing in this extract.

Circle:

Yes, I would give it a go

No, I wouldn't be interested

Explain:

I like the way Christopher writes because it is really clear and easy to follow. He explained what happened very carefully so I was able to picture what took place the night he found the dog. I would like to find out more about it, like who did this to the dog and if anyone helped Christopher when Mrs Shears was shouting at him. I think Christopher is a talented writer, maybe because he likes to read books about space missions. I think Christopher's book would be great because mysteries are so exciting.

(f) Look at the book covers. Which do you prefer? Discuss what you like about this book cover in your answer.

I prefer the book cover shown in:

Image 1

Image 2 ✓

There is a lot to look at in the second image. Firstly, this book cover is more realistic than the first one. It shows a boy standing next to a garden fork and looking into the night sky. The boy must be Christopher. I like that this book cover gives you an idea of what Christopher looks like. It makes it easy for me to imagine him finding the dead dog or pressing his head onto the grass. I think this book cover looks like a poster for a film. It has positive quotes about the book, saying it is 'outstanding' and 'exceptional'. Both book covers tell you that *The Curious Incident of the Dog in the Night-Time* won 'The Whitbread Book of the Year' award.

Question 4

15 marks

(a) Do you like the use of light on stage? Explain why or why not.

Yes, the lighting on stage is amazing. I really like the surrounding blue light because it makes the stage look a bit like a cube. Apart from the areas lit by the blue lights, a lot of the stage and some of the actors are in darkness, particularly those who are stage-left. There is a small spotlight over the person on the ground in the centre of the stage and it draws the audience's attention to him. I think that must be Christopher. The lighting is really space-age and I love it.

(b) Look closely at the image of the stage. What else stands out to you?

The set is not what I expected. I thought there would be grass and trees but they don't seem to be there. Maybe this is a different scene in the play to the one I just read. I notice that there are two other characters at the back of the stage and I wonder who they might be. Maybe one of them is Siobhan or Mrs Shears. Two other actors are sitting in darkness on the right and I am curious as to who they might be. The audience seems to be in total darkness. This would be really cool because your attention would be focused on the neon-blue stage. I think this stage production seems really modern. It doesn't look like any of the plays I've seen in school.

(c) Would you be interested in seeing a play that looked like this one? Explain your answer.

If my teacher told my class that we were going to see a play that looked like this, I would be so excited! The stage looks really cool and I would imagine that this is a really modern theatre. I definitely don't think that the play would be boring. I could imagine the sound effects too, maybe when Christopher is on the ground there would be screeching noises to show how stressed he feels. This play almost looks like a video game and I would love to see it.

Question 5

25 marks

Write what happens next, using the same script format as above. You are free to use stage directions to make the action clear.

POLICEMAN

What's going on here?

(The policeman looks at Christopher. Christopher does not move.)

MRS SHEARS

Look what he has done – he's killed my dog!

TEACHER

(Reading from Christopher's book)

I like dogs because they do not tell lies. They do not tell lies because they cannot talk. If people shout at me I shut off and try to block them out. Sometimes I get onto the ground and close my eyes really tightly.

POLICEMAN

What's your name, lad?

MRS SHEARS

His name is Christopher Boone and he killed my dog ... Well, aren't you going to arrest him?

TEACHER

(Reading)

If someone touches me I completely lash out. I do not like people putting their hands on me. I asked Siobhan if this was odd and she said no, a lot of people don't like others touching them. She explained that sometimes people are just being friendly, by placing their hand on your shoulder or giving you a hug.

POLICEMAN

Okay, lad. I'm going to help you off the ground and you're going to tell me what happened.

(The policeman tries to lift Christopher but as soon as the policeman does this Christopher starts to kick and punch. As he lashes out, Christopher kicks the policeman.)

MRS SHEARS

Do you see what he's like?

POLICEMAN

Okay. That's enough. Let's take this down the station.

(Turning to another policeman)

Find the boy's father, will you? Bring him to the station.

(The policeman manages to get Christopher into his car.)

Question 6

10 marks

(a) Which of these statements do you agree with most of all? Place a tick next to your choice.

Statement

I agree

Christopher tells his story better in the novel

It is easy to imagine the opening scene taking place on a stage



I like the novel best

I like the play best

I would love to see this play on stage

(b) Explain your choice in the space below.

It is really easy to imagine this script coming to life. I love that it does not change the story, the novel and play are really similar. I could imagine the teacher looking through her students' copies, but reading Christopher's out loud because it stands out to her and she has an interest in his writing. The teacher reads Christopher's stories which makes it easy for the audience to know what is going on in his head and how he is feeling.

The use of stage directions really helped me to imagine the action taking place. I know that Christopher is on one side of the stage and Mrs Shears is on the other side. We are told clearly that Christopher kneels on the ground and starts groaning.

I could imagine that Mrs Shears has called the police and they have arrived to see what is going on. The script is well written and I could visualise all of the action on stage as I was reading.

Section C Responding to Studied Texts

Question 7

20 marks

'Stories are full of unusual and interesting characters'

Choose the most interesting **character** from either a novel **or** a play that you have studied. Fill in the details below.

Novel or play: Play
Title: <i>War Horse</i>
Author: Adapted by Nick Stafford
Character: Albert Narracott

Describe the character you have chosen, explaining why you find this character interesting or special.

Albert is sixteen years old and lives in Devon, in the English countryside. His family is not well-off and he worries a lot about his father who takes a risk and spends the family's money on a horse. Albert builds up the most amazing relationship with the horse his father buys. Soon, the two of them become very close and I would say that Albert and his horse Joey are best friends.

Albert loves animals. He has grown up on a farm and while he is used to dealing with all sorts of animals, he has a special way with horses. Joey does everything Albert tells him to do, as he really trusts Albert. I think it says a lot about a person when an animal totally trusts them. It means they deserve to be trusted. This shows that Albert is a good person who is kind and good-natured. He takes responsibility for Joey and protects him. He forces his dad to promise that if he teaches Joey to plough the fields, they can keep Joey for good. His relationship with Joey means everything to him and he fights to keep him.

I think Albert is fearless. He is a strong person who is not afraid to do what he has to for the horse that he loves.

Write about a time in the novel or play when this character did something really interesting or surprising.

In the play *War Horse*, Albert and Joey are separated. Albert's dad sells Joey to the army for £100 when the war starts and Joey becomes an officer's horse. This breaks Albert's heart. He is very disappointed in his dad.

Time passes by and Albert learns that Captain Nicholls has been killed in battle. He receives sketches of Joey in the post. It was Captain Nicholls' wish that if he died, these sketches should go to Albert. Albert thinks that Joey must be dead too.

I was very shocked when Albert ran away. Without telling his mother or father, Albert enlists in the army and goes off to fight in the war. Albert's actions here really surprised me. Up to that point, the story had become very sad, especially when Albert's father sold Joey, but once Albert decided to go to war, there was a feeling of excitement. I know that Albert did this to find Joey. I was hoping against hope that he would find his horse and that neither of them would die. In the end, Albert and Joey are reunited. The risk that Albert took paid off. He finally got his best friend back.

Would you recommend this novel or play to others? Yes ✓ No

Give a reason for your answer:

This is the best play in the world. It is full of emotion – at the start you are anxious and then you feel sad for Albert when he begs to say goodbye to Joey before he leaves for the war. The Captain tells Albert 'it's a horse, not a dog'. No one understands the relationship between Albert and Joey but the audience get to see how much they mean to each other. They both find each other at the end, despite all the ups and downs. I think this is one of the best stories out there and I would love to see it on stage.



Junior Cycle English

Ordinary Level

Final Examination Sample C

Sample C

How We Communicate

There are **four** sections in this examination.

Section A Comprehending and Responding

50 marks

- **Question 1:** Ensure you read the letters carefully, underlining any useful quotes which you could include in your answers to this question. Explain your answers in detail.
- **Question 2:** You are required to write a clear sentence using the words provided. It is useful to underline the selected word.
- **Question 3:** Structure your letter correctly, remembering to include paragraphs. The question asks you to decide the tone which you will adopt. You could use a tone similar to that in the letters provided on this examination paper, for example.

Section B Exploring Studied Drama – Communication

60 marks

- **Question 4:** You are asked a series of questions based on the short play, *Commiserations*. Read the play twice and underline anything that stands out to you – these could be used as quotes in your answers.

Stage directions offer additional information that we do not get from dialogue alone. For example, some of Muirne’s actions or feelings are exposed. Pay attention to and quote from the stage direction provided.

- **Question 5:** This question focuses on performance. Imagine the play taking place on stage and describe what the scene looks like. Bring it to life with lots of descriptive detail.

When designing the advertising poster for *Commiserations*, you do not have to worry about your artistic ability. Include advertising techniques that show an awareness of your target audience. Include ticket price, a caption and so on.

- **Question 6:** You are expected to write about a play you have studied. Name the play and the playwright. Stick closely to the question asked and do not forget to reference some of the events in the play as you write your answer.

Section C Responding to Poetry

40 marks

- **Question 7:** You must read a poem for the first time and answer a series of questions based on this poem. Make sure you include quotes from the poem in your answer.
- **Question 8:** This question asks you to write about a poem you have studied in class. You must think of a poem you have learned which has an interesting title and answer a series of questions based on your choice. Refer to the poem in each of your answers.

Section D Understanding Audience

30 marks

- **Question 9:** You have the option of writing a speech, article or radio talk. Choose the option that you like best. Plan your answer before writing. Consider your audience as you write – who will be reading your article or listening to your speech or radio talk? Try to appeal to your audience as you write.

Section A Comprehending and Responding

Question 1

15 marks

- (a) Tick the word that you think best describes the tone of Nick Hornby's letters.

Tick:

Serious Scary Sad
Funny Sarcastic

- (b) I think this word best describes the tone of the letters because ...

The letters are very entertaining. I think that Nick Hornby is making the point that some of the excuses adults make in their working lives are ridiculous and would not be tolerated if they came from children in school. It is amusing to think that a primary or secondary school student would hand his teacher a letter saying he is 'swamped' or that he has a 'full diary'. I think the letters have a tongue-in-cheek tone for this reason.

- (c) Is a letter an unusual way to communicate with your teacher? Give reasons.

Yes, I think a letter is a very unusual way for a student to communicate with a teacher. For a start, I see my teachers regularly and I can explain face-to-face if I haven't done my homework. It would be more likely that a parent would write a letter to a teacher. These days, people don't communicate very often by letter, anyway. It is far easier for people to contact one another using text, email or social media. I can also contact my teacher using Edmodo, for example.

- (d) Which of the letters was your favourite? Explain your choice.

I think the last letter is the funniest and for that reason it is my favourite. Like some of the other letters, this one sounds as though it was written by a very busy business person. I can imagine the teacher getting really annoyed reading it – but also being a little amused at the same time! The letter says that the most recent homework had everyone at 'Hornby and Hornby' in a spin. This sounds like a company name rather than a family. I think it describes the scenario at home really well. The parents are pushing the child to do his homework but you can tell that he isn't interested. He compares it to his dislike of Downton Abbey which he thinks is for older generations. This is my favourite letter because it is funny and paints a picture of family life too.

Question 2

15 marks

Write a sentence using each of the following words correctly. Your sentences should show an understanding of each word. You may not use a line from Nick Hornby's letters.

- **Currently**
The sign read 'As the lift is currently out of order, please take the stairs.'
- **Enquiries**
After the robbery, police carried out enquiries throughout the neighbourhood.
- **Occasion**
The whole family celebrated Denise's wedding, it was a really special occasion.
- **Stimulated**
It is important to keep your puppy stimulated because they have so much energy.
- **Commitments**
I cannot take on any more responsibility as I already have too many commitments.

Question 3

20 marks

Use the space below to write your own letter to your teacher about why you couldn't do your homework. Decide on an appropriate tone for your letter.

Remember to structure your letter correctly.

February 2017

Dear Ms Bourke,

I wish to inform you that I will not be completing any homework until the mock exams are over. I know this will come as a surprise to you but here are my reasons:

- I have several subjects to study for
- I have after-school sports and activities each day
- Homework is not as important as studying for the exams
- My parents have said I can get grinds instead

I know you will say that homework is another way of revising and very worthwhile but I simply do not agree. It is really hard to get everything done and I would prefer to stick to my own study timetable. I spent three hours making a new study timetable last night and I know this will help me smash the exams.

I study at my friend, Ciaran's house three nights per week. It is really cool because I can multi-task as a result. I have learned to recite all the poems by William Butler Yeats that you taught us while playing Xbox at the same time. Now, that's a skill! In between, we go outside to play some football because it is important to take breaks.

Since I play hurling, soccer and rugby it is impossible to fit everything in. Something had to give. I am sorry that it had to be your homework tasks but what could I do? I bet Henry Shefflin never worried about homework! Brian O'Driscoll's teachers didn't nag him, I'm sure!

Not that you're a nag, Miss! I just want to reassure you, that's all. My parents have said there is nothing to worry about. After all my hard work, they promised that if I do not get the results I deserve, then I can do grinds. That should put your mind at rest. Grinds mean that success is guaranteed. Those notes are gold!

My mum is always giving out to me for leaving my notes and books everywhere. I told her I don't have time to tidy up when there is serious studying to be done. I think she is starting to see that now.

I hope you will see that I have this under control. Thanks for all your concern but I think I've got it from here.

Thank you for your understanding.

Yours sincerely,

Stephen O'Sullivan

Section B Exploring Studied Drama: Communication

Question 4

15 marks

- (a) This play is called *Commiserations*. In your view, is this a good title? Explain your answer in detail.

Circle:

Yes, it is a good title

The title could be better

Explain:

When you commiserate with someone, you are expressing sympathy when a loved one has passed away. It is a phrase you often hear at funerals. I think when someone dies, it is hard for people to know what to say to those who are grieving. In this play, a lady named Muirne has to deliver the news that Mary has passed away. Commiserations cannot bring Mary back and I feel sorry for Muirne because no one really offers her sympathy. This title makes you think more about the theme of death and loss. It made me think of those left behind following the death of a loved one. I like the title very much.

- (b) What kind of person do you think Muirne is, based on the way she delivers the sad news about Mary to everyone?

I think that Muirne is the kind of person who puts others before herself. She shows this as she makes each phone call and shows kindness and concern for the person at the other end of the line. It becomes more clear that Muirne is suffering at the loss of Mary. Instead of letting her feelings show, she tries to reassure those on the other end of the phone by saying that Mary's death was 'peaceful' and that it is a 'release'. Muirne also shows that she is interested and engaged in the lives of the people she is calling. She knows details of their lives and asks about them in a way that shows she cares about them.

Muirne is a strong woman who manages to control her own tears while breaking the sad news over and over to others. I think she has great strength and kindness.

- (c) Choose three words to describe how Muirne is feeling, based on what you have read.

Muirne feels:

Alone	Heartbroken	Numb
-------	-------------	------

- (d) Explain in more detail how Muirne is feeling about Mary's death. Use the stage directions to help you.

Muirne must be feeling very alone. It seems like she has been shut out and only Mary's children are allowed to grieve. The opening stage direction tells us that Muirne 'sits on a sofa' and that she is 'crying'. We are told that 'it's not easy' and that 'she is suffering'. This makes it clear that Muirne is really upset at the loss of her friend, Mary. I would say that she is heartbroken but feels she has to collect herself. She appears to be numb with grief as 'she stares into space'. I feel so sorry for Muirne.

Question 5

15 marks

Commiserations is being performed as part of a theatre festival in a town near you.

Imagine you are the costume designer for the play.

(a) How do you think Muirne should be dressed in this scene? Describe her appearance.

Muirne should be wearing a simple outfit to show that she has more important things to worry about than choosing something nice to wear. Her friend has just passed away and so Muirne may not even notice what clothes she has on. I would like to see her in a pair of jeans and a jumper. She could hold the sleeve of her jumper every now and then, even using it to wipe her tears away.

Muirne's hair should be tied back from her face because she may not have had time to wash it. Her teary, blotchy eyes could be seen clearly with her hair in a ponytail.

Finally, I don't think Muirne should be wearing much make up but some smudged mascara would look really effective.

Now, imagine you are the set designer for the play.

(b) How do you think the stage should look? Describe what the room looks like.

We are told that Muirne 'sits on a sofa' and there is a television that is on mute. Therefore, it would be important that the stage is designed around these two items. We are not given any other information about the room. I would ensure that the sofa is at the centre of the stage and that Muirne sits on the edge so that the audience's attention would be on her. The sofa should be a dull colour to remind us that this is a hopeless, sorrowful scene.

I would add a backdrop with a window at the side or in the background. I think it would be important to pull the curtains on the window, to make the room look dark. A free-standing lamp next to the sofa would cast a low light on Muirne. This is so that the audience could see her tears. Used tissues can be seen on the sofa beside her. Next to the television, there should be a framed picture of Muirne and another lady of a similar age.

- (c) You have been asked to design the poster advertising the play. Design your poster in the space below.

Commiserations

When all that death leaves behind is a *secret...*



Skye Arts Centre 12–14 March

Tickets: €8 Adult / €5 Student

@theatrefest
#Commiserations

Question 6

30 marks

How characters communicate in my studied play

Write the title and author of your chosen play below and answer the questions that follow.

Title: *War Horse*

Author: Adapted by Nick Stafford

- (a) **The main character is called** Albert Narracott
- (b) **Does this character communicate well or badly with the other characters? Give examples from the play.**

In a world where traditional forms of communication break down in the chaos of war, it is remarkable that Albert communicates so well with his horse, Joey. The pair have such a strong bond that nobody else really understands it. Albert and Joey can communicate with one another without speaking a word – they have an understanding and a close connection.

Albert's communication skills are not so strong when it comes to his family, though. Initially, he speaks up for Joey and forces his father to listen as he pleads to keep the horse. Albert is so hurt when his father sells Joey to the army that he refuses to communicate with his father. He leaves for war to find his horse without telling his parents. His communication skills are strongest with Joey but we can see that, at times, his emotions affect his ability to communicate well with others.

In the war, German and English soldiers use the language of violence. We can see the difficulty Albert faces in communicating with others at various times while he is at war.

- (c) **Choose one important event in your chosen play.**

Event:

Albert and Joey are finally reunited.

How do the characters involved communicate with each other?

Albert and Joey communicate in their own unique way. We know from Joey's body language and behaviour around Albert that he recognises his old friend. After studying the play and being lucky enough to have seen a performance of the play, I believe that Joey understood that Albert would find him. I think that he held on, searching for Albert.

Albert has been injured, suffering temporary blindness following a gas attack. The moment when both characters are reunited is emotional. This is reflected in Albert's disbelieving, gentle tone of voice. Both Joey and Albert recognise each other. This can be seen in the horse's eyes and gentle movement towards Albert. Albert, unseeing, is drawn towards his horse. His instincts seem to kick in straight away. It is a beautiful moment in the play and one of the most important events. Everything now seems worth it, since the pair are back together. At the end of the play, the war is over and Albert takes Joey home where he belongs.

- (d) **In your opinion, what is the main theme or message of your chosen play?**

Theme or message:

The importance of friendship and loyalty

What did you learn from this theme or message?

Joey and Albert both value their friendship more than anything. Both human and horse couldn't consider life without the other. They both held on and remained loyal despite the fact that the odds were really against them being reunited. This taught me a valuable lesson about loyalty. It is very important to remember what is important to you and to remain loyal and true to those that matter in your life. The entire time Joey and Albert were apart, they remained loyal to each other. Their bond kept them strong and stood as a reminder to keep going.

I think this kind of connection is rare. I have lots of friends but the only person I have a connection and bond with is my brother. He is my best friend. The importance and power of friendship is a key theme in the play, *War Horse*. I would like to think that I have learned how to be a better friend and a better brother since studying and seeing this play.

Section C Responding to Poetry

Question 7

20 marks

Read the poem carefully, focusing on the thoughts of 'her'.

Look at the thoughts of the woman in this relationship:

Your fat head ...	You are so common ...	I wish we'd never met ...
-------------------	-----------------------	---------------------------

(a) What do these words tell us about how the woman is feeling?

The woman seems to be angry with the man, who might be her husband. She insults him and seems to regret ever meeting him. The woman is feeling disgusted as she watches her husband, calling him 'common'. The woman's thoughts would make you think that they have fallen out or that the man has done something terribly wrong. It is hard to feel sorry for the woman because she is being really mean to the man she is with. It is clear that the woman does not have any loving feelings towards the man.

Read the poem carefully, focusing on the thoughts of 'him'.

Look at the thoughts of the man in this relationship:

We went out ...	As we walked ...	Our love never tiring ...
-----------------	------------------	---------------------------

(b) What do these words tell us about how the man is feeling?

The man in the relationship seems to be feeling content and happy. He is enjoying the day out with his wife, as they eat ice-cream and walk together in what he thinks is a happy silence. He genuinely believes that their love has not 'tired'. The man seems completely unaware of his wife's feelings. His thoughts are totally different to hers as he seems to love his wife.

(c) What is the only thing both people in the relationship have in common?

The diagram shows that the only thing that the man and woman have in common is that they 'have nothing in common at all'. This is a really sad statement. The man thinks that the love he shares with this woman is 'never tiring at all'. This shows that they may have been together for a long time. It is upsetting to think that they are not close anymore and walk in silence with nothing in common.

(d) Do you like this poem? Refer to the poem throughout your answer.

Tick:

I love it ✓

I like some things about this poem

I do not like it

Explain:

From the moment I saw this poem on the page, I was really curious to find out what it would be about. I enjoyed the way the poem was structured. I liked reading the different thoughts of both the man and the woman. The separation of the thoughts of 'him' and 'her' in the diagram is clever because it represents the distance between the couple.

I love this poem because it is unusual and examines a relationship that is clearly falling apart. I can almost hear the silence that exists between the couple. Knowing the thoughts of the woman helps me to imagine what she looks like, walking next to her husband with a grumpy expression on her face while he happily eats his ice-cream next to her.

Question 8**20 marks**

Choose a poem you have studied as part of your Junior Cycle English course that has an interesting title and answer the following questions.

Name: 'Jabberwocky'

Poet: Lewis Carroll

(a) Explain why you find this title interesting.

This title was really intriguing at first because it was so unusual and unfamiliar. I had no idea what the word meant, therefore I really did not know what to expect from the poem itself. Jabberwocky is a word which Lewis Carroll invented. When the parent speaks to his son, we learn that the 'Jabberwock' is something to be feared, a creature with 'jaws that bite' and 'claws that catch'. I think this is really cool and interesting.

(b) Does the title help to communicate the message of the poem to you? Explain.

When I first read the title, I did not think that there was a serious message to this poem. I thought that it was an exciting story of a young boy who fights the evil creatures and wins – a story of good versus evil. I thought the title 'Jabberwocky' represented evil as one of the creatures to be defeated. As I learned more about the poem, I realised that Carroll had a point to make. This poem is really about facing up to things. The title of the poem is a metaphor. There are things that we will fear in our lives but sometimes we have to stand up to these fears. Like the Jabberwock, difficulties can be overcome.

(c) What main feeling or mood is communicated in this poem? Give examples of the feeling or mood using quotations from the poem.

I got a real sense of adventure and excitement from this poem, the way I would if I were watching one of my favourite superheroes, like Spiderman, on the big screen. The invented creatures such as 'raths', Jubjub bird', 'borogoves' and 'Bandersnatch' are all threatening and the mood of the poem represents that tension and fear. However, the mood changes when the son defeats the Jabberwock, returning with the creature's head. At this point, the mood changes from one of tension and fear to one of celebration and joy. There is a feeling of victory at the end.

(d) Did you enjoy studying this poem? Why or why not?

I loved studying this poem because it was so much fun. 'Jabberwocky' captured me when I heard it read aloud. The alliteration of phrases like 'the Tumtum tree' and 'Callooh! Callay!' made this poem really unique. The rhyme is really clever and catchy, with my favourite example being 'One, two! One, two! And through and through', creating a fast pace and fantastic rhythm. I felt like I was plunged into a world of fantasy and I loved it. This poem closely represented my favourite genre of film, fantasy and science fiction. For this reason the poem was really appealing and memorable.

Section D Understanding Audience

Question 9

30 marks

A. Write the speech that you will deliver at your next school assembly calling for an end to bullying at your school.

or

B. Write an article for your school website about the issue of cyberbullying.

or

C. As President of the Student Council you have been invited to take part in a media campaign to stand up against bullying. Write the talk you would give on national radio as part of this campaign.

I have chosen to answer:

A. ✓ B. C.

Good morning students and teachers,

As your student representative, I am pleased to speak to you at today's morning assembly. Ms Brogan has asked me to address the issue of bullying in our school. This is a really serious problem which I know is affecting many of you.

A lot of students have written to the 'Advise Me' section of our school newsletter asking how to deal with the bullying that they are experiencing. Why should bullying be allowed to continue? Why should some of you come to school feeling scared?

I want to tell you about a student who came to me recently for help. This student told me that a group of students have been making her life hell. She dreads coming to school. She eats her lunch in a toilet cubicle. She makes excuses to avoid P.E. because this is when she feels most vulnerable. She is lonely and she is alone. When she is in class with this gang, they whisper comments under their breath, they call her names and they laugh. They make her feel like she is worthless.

I have always been proud to be a student here at Stanley Secondary School, but all I felt when I listened to this girl's story was shame. I was ashamed of myself for not noticing. I was shocked to learn that someone could feel so terrible about herself because of the actions of a gang of bullies.

I have a message for those bullies. I have a message for anyone who has ever laughed at someone else. You are better than that. You do not need to hurt another person in order to make yourself feel better. You do not need to laugh at someone in order to be popular or cool. Ask yourself:

'What sort of person do I want to be? Am I the bully or am I the person who does the right thing?'

As teenagers, we already have so much to worry about. We have the pressure of exams and grades. We have the pressure from our parents and from our teachers. We are going through so many changes in our lives, both physically and emotionally. So, why on earth would we add to all that by being cruel to others? It has to stop!

If you want bullying to stop, you have to take a stand.

Pause. Look around the assembly hall.

Come on guys! Get up out of your seats and take a stand. Take a stand against bullying in our school.

Wait as students get to their feet.

Look around. We are all standing up for the people who are being bullied in our school. We are all standing up against those bullies who think their behaviour is acceptable. We are standing together.

Let this be an end to bullying once and for all.

Thank you.



Junior Cycle English

Ordinary Level

Final Examination Sample D

Sample D

Love and Favourites

There are **four** sections in this examination.

Section A Responding to Non-Literary Texts

50 marks

- **Question 1:** You are asked a series of questions based on the newspaper article. Read the extract carefully, underlining any quotes which you may use in your answers. Answer each question carefully. Explain your point of view in detail in each answer. Try to avoid repetition by varying your vocabulary.
- **Question 2:** Match the meaning of each word in the table with a word from the list. If you do not understand one of the words, don't panic. The words in the table are taken from the article, so locate and read the sentence again. Look at the word in context and this should help you to understand its meaning.
- **Question 3:** Describe something that gives you a lift and makes you feel good. Remember to write a description of the way this thing makes you feel.

Section B Audience, Theme and Imagery in Film

40 marks

- **Question 4:** Examine the book cover and film poster carefully. Reference both images in your answers.
- **Question 5:** You are asked to write about a film of your choice. You may choose a film you have enjoyed or one you have studied. Address each question carefully.

Section C Exploring Fiction

60 marks

- **Question 6:** Answer a series of questions based on the extract from the novel, *How I Live Now*. Quote from the extract in your answers. Explain each of your answers clearly.
- **Question 7:** Choose a novel you have studied and which you would recommend. Write a recommendation for your novel but be careful not to summarise the story. Choose a part of your chosen novel where love plays an important part. Use quotation and reference in your description of this moment.

Section D Exploring Poetry

30 marks

- **Question 8:** Choose a poem which relates to the theme of love. Remember that love can be romantic but it comes in many other forms too, for example, parental love/love of a place. Address the question being asked, explaining your answer in detail. You must quote accurately from the poem.

Section A Responding to Non-Literary Texts

Question 1

20 Marks

(a) Answer the following short questions in the spaces provided:

Question	Answer
How old was Aedín when she got her first pair of Converse?	Aedín was twelve years old when she got her first pair of Converse.
What does Aedín say Converse embody?	According to Aedín, Converse embody 'the spirit of youth'.
Name the magazine where Aedín first saw Kurt Cobain wearing a pair of Cons.	Kurt Cobain appeared in <i>NME</i> magazine.
What day does Aedín normally shop in Penneys?	Aedín normally shops in Penneys on Tuesday afternoon.
What city does Aedín mention in her article?	Limerick City is mentioned in the article.

(b) Which of the following words best describes Aedín, in your opinion?

Cool	Laid-back	Positive	Cheapskate
------	-----------	----------	------------

Answer: Cool

I think this because ...

Aedín feels cool when she is wearing Converse and I would agree that anyone who wears these runners with a suit or a mini skirt is trendy. Aedín describes Converse as 'the ultimate symbol of being cool' and I would have to agree.

Second, when Aedín was twelve years of age she was reading *NME* magazine and her idol was Kurt Cobain, lead singer of the rock band, Nirvana. This shows that Aedín was cool at a young age.

(c) Aedín says, 'I'm a bargain bin lady, an online sales junkie.'

What does she mean?

What Aedín means when she tells us that she is a 'bargain bin lady, an online sales junkie' is that she is addicted to buying items which have been reduced in price. She enjoys searching for bargains and gets a thrill from online sales and special offers. When she buys things at a cheaper price, it means she can buy more items and experience that 'sweet shopping high' or buzz. I can imagine Aedín being excited to see a 'sale' sign in a shop window.

(d) **Why might Aedín have wanted to wear the same thing as her idol, Kurt Cobain?**

Many companies promote their products by paying celebrities to endorse them. This is a very successful way of encouraging people to buy into your brand. If your favourite actor or football player tells you that they use a particular product, the chances are you will also want to use it. This is because many of us admire our idols.

Although Kurt Cobain may not have been endorsing Converse, seeing him wearing a pair on the front of a magazine was enough to excite Aedín. She saw Cobain as someone really cool and wanted to be just like him. When she saw that the exact same runners ‘could be bought in downtown Limerick City’, she had to have them.

Question 2

10 Marks

(a) Match each of the words from the following list with the most similar word in the table below. The first one has been done for you.

- Fill
- Best
- ~~Lurk~~
- Satisfaction
- Mixed

Skulk	Lurk
Assorted	Mixed
Gratification	Satisfaction
Ultimate	Best
Imbue	Fill

(b) Write a sentence using each of the following phrases:

‘The ultimate symbol of being cool’

For me, Ray-Ban sunglasses are the ultimate symbol of being cool.

‘Just like my idol’

I use ‘Pulse’ perfume just like my idol, Beyoncé.

‘I’m the girl who’

I’m the girl who burns toast, falls over and always says the wrong thing!

Question 3

20 marks

‘They never fail to give me a bit of a mental lift’

Aedín says that Converse make her feel good. Write about one of your favourite things and describe how it makes you feel.

My favourite thing

My dog

It makes me feel ...

Comforted, loved, happy and important.

When I was six, my Nana passed away. I was really upset when this happened and cried for days. My parents were really worried about me because I didn’t want to see anyone. One rainy Tuesday, my granddad picked me up from school. He told me that there was a surprise waiting for me at home.

I was really curious. I ran out of the car and into my house. I couldn't believe my eyes. The kitchen door opened and out ran the most adorable puppy I had ever seen in my life! I spent the next four days with the puppy in my arms, cuddling her. We called the puppy 'Molly'. It turned out Molly was magical. She made me happy again. I never forgot my Nana but Molly made me excited to get up each morning and return home from school every afternoon. I love her so much! It is my job to feed Molly in the morning and at night, I walk her every day and she sleeps at the end of my bed.

Molly rushes to the door when I come home and the smile on her face makes my heart soar! She is true to her nature as a golden retriever – friendly, gentle and protective. She shows me what it means to be a friend. There is no dog more loyal or loving in the entire world. I am in heaven when I am with my dog.

Section B Audience, Theme and Imagery in Film

Question 4

20 marks

(a) Look closely at the book cover and film poster. Which is your favourite?

Circle: The cover of the novel

The poster for the film

Give two reasons for your choice.

First reason

The film poster is very realistic looking. It shows an image of a little girl standing on an extremely large foot. The film poster sparks my curiosity because you cannot see whom this over-sized foot belongs to. The small girl has to strain her neck to see the full figure of the giant. From the description of the film, I think this poster seems to represent the story well.

Second reason

I love the magical quality of the film poster. The image would suit a fairytale, with its enchanted looking background, colours and font. A misty breeze, possibly caused by the gaint's breath, is blowing the girl's dress as she looks in wonder at the figure in front of her. If I saw this poster at the cinema, it would really encourage me to go to see *The BFG*.

(b) Based on these images, who might be interested in reading or watching *The BFG*?

Who:

Based on the cover of the novel and the film poster, I think that this film would be suitable for children.

Explain:

Fairytales are quite popular with children so I would guess that younger audiences, from the age of six upwards, would love *The BFG*. The cover of the novel is illustrated in bright colours, like many books for young children. It sounds like the magical nature of this story would appeal to younger audiences. Fans of Roald Dahl would probably be keen to see the film version of *The BFG* too.

Question 5

20 marks

Think of your favourite film or a film you love. You may choose a film you have studied as part of your Junior Cycle English course.

Film: *E.T.*

(a) Imagine you have been asked to choose an image for the film poster.

Identify the image you would choose.

I would choose an image of an alien form waving in the shadow of a spaceship.

Explain how this image would appeal to the target audience for this film.

E.T. is a family film, mainly aimed at young audiences, who I feel would enjoy the image of a waving alien and his spaceship. The image of an alien form in the shadow cast by the spaceship would create a sense of mystery. Many people are frightened of aliens but I think showing a waving alien form would highlight the friendly side of *E.T.* The audience may find this small detail humorous or entertaining.

(b) What is the theme of this film, in your opinion?

This is much more than a film about an alien landing on Earth. It is a story of friendship, love and belonging. *E.T.* is the friend that Elliott has always needed. His bond with *E.T.* is really special. This film teaches us that friendship and love come in many forms. Elliott does all he can for *E.T.*, ensuring that his new friend is safely returned to where he belongs.

(c) What do you find appealing about this film?

Elliott had to keep *E.T.* a secret and this created tension and suspense which I could feel the whole way through the film. Elliott knew it was important to keep his discovery a secret. His mother might not have been so understanding and others would have treated *E.T.* badly if they found him.

There was a real sense of adventure in this film, something which also appealed to me. Elliott doesn't want *E.T.* to fall into the wrong hands and he knows that he has to act to save his friend from the officials who were ready to pounce. Elliott and his brother manage to get *E.T.* to safety before saying an emotional goodbye. I didn't want *E.T.* and Elliott to be separated, but in the end, it was the right thing to do. Both *E.T.* and Elliott have been changed forever by this experience. Their bond will always remain and I doubt they will ever forget their adventure together.

Section C Exploring Fiction

Question 6

40 marks

(a) Which of the following words best describes Daisy? Place a tick next to your choice.

Brave

Thoughtful

Loving

Resourceful

Gentle ✓

Explain why you chose this word to describe Daisy.

Daisy seems like a gentle, patient and really kind person. She understands that Edmond is suffering following his experience during the war. Daisy puts Edmond's needs before her own. She does not put Edmond under any pressure to talk to her. Daisy is happy when she and Edmond 'sit together the way [they] did a thousand years ago'.

She also shows her gentle side when, 'without speaking', Daisy tells Edmond 'again and again' that she is home. She is gentle and patient, offering Edmond the 'peace' and 'love' that he needs.

(b) Complete the following:

When I read about Edmond and Daisy, I felt ...

sorrow and sympathy. It is clear that both Edmond and Daisy are miserable. War has had a really negative impact on their relationship, since Edmond has been through such an ordeal. I feel so sorry for him. I couldn't imagine being so distraught that I was unable to talk to anyone, even my family. I also sympathised with Daisy because Edmond isn't able to be there for her in the same way. I admired Daisy for her strength.

(c) What evidence is there in the extract that Daisy loves Edmond?

I think Daisy's love for Edmond is evident as she thinks of his needs and always puts these before her own. She is totally selfless. Daisy seems to be happy just to be with Edmond. She tells us that gardening with Edmond is 'the only way to talk to him' since he finds it difficult to open up. Daisy is completely devoted to Edmond. She seems to live for the moments when Edmond talks to her, telling her 'the names of the plants'.

Daisy knows that she belongs with Edmond. She belongs with the person she loves. It is obvious that Edmond is very important to Daisy as she recognises that 'he needs peace and he needs to be loved'. Daisy is happy when she tells us that 'both those things I can do'. In my eyes, this commitment and kindness can only be a sign of true love.

(d) How does the writer show that Edmond has suffered because of the war? Give two examples.

First example

It seems as though Edmond does not communicate very well with Daisy because he is experiencing self-hatred. The experience might have made him detach from Daisy, unable to cope with the 'hate' as 'he turned it on himself'. Edmond is having an internal struggle, unable to overcome the trauma he has gone through.

Second example

Edmond suffered during the war as he 'heard how people killed, and how they died'. For Edmond, war was not just a word. It is something that has 'infected' and 'poisoned' him. He is not the same person he was before the war. It is like he is haunted by war, unable to switch off the voices of those who died and those who killed.

(e) In your opinion, is this a good ending for a novel?

Circle:

Yes

No

Explain:

Although I have not read the entire book, I agree that this is a good ending because it seems to answer any questions that the reader might have. Although life is very different and difficult for both Edmond and Daisy, the narrator reassures us. She tells us that 'after all this

time, I know exactly where I belong'. Even though Edmond is 'damaged', he is alive. It is not a happy ending as such, but it is satisfying to know that the couple are together and getting on with their lives after the devastation of war. This makes the ending an emotional, even sorrowful one.

Question 7

20 marks

The *Guardian* newspaper recommends *How I Live Now*, describing it as 'an impressive novel about war, survival and teenage love'.

- (a) Think of a novel that you studied as part of your Junior Cycle English course that features the theme of love.

Title: *Once*

Author: Morris Gleitzman

Write a recommendation for your chosen novel.

Once deserves to be read by both young and old. It is a story of love and war which will make a lasting impact on those lucky enough to go on an adventure with the main character, Felix.

Felix is a Jewish boy, determined to find his parents during World War II. The story begins in an orphanage, where Felix tells us he has been living for exactly three years and eight months. Believing that the Nazis want to burn Jewish books, Felix escapes from the orphanage to save his parents' bookshop. Once outside the orphanage gates, there is no turning back.

The story is filled with moments of sweetness as well as sorrow. Just like Felix, your life will be changed after reading it.

- (b) Describe a key moment in the novel where love plays an important part.

In a world of war and destruction, there are several moments in the novel that are filled with love and warmth. Two of my favourites are when Felix saves Zelda from a burning building and when Barney gives Felix a new pair of boots 'because everybody deserves to have something good in their life at least once'.

I think love plays a most important part in the key moment which comes at the very end of the novel. Barney is accompanying Felix, Zelda and the rest of the children in his care on a train to one of the Death Camps. The train is filled with other Jewish people, some of them very elderly. The conditions are so bad on the train that people are forced to go to the toilet 'in the corner of the carriage'. Felix manages to 'rip out a couple of blank pages' from his notebook to give to an elderly lady to use as toilet paper. Both Barney and Felix know that things are only going to get worse once they arrive at their destination.

Some of the men kick at the rotting planks of wood at the side of the carriage until they 'can see green countryside speeding past'. One of the men 'takes a couple of steps back and dives out through the hole'. Felix realises that they must also take the risk. They must try to escape. It is Barney's response that shows incredible goodness and love. He cannot leave the younger children, Henryk, Janek, Ruth, Jacob and Moshe. These children have been in his care since their parents were taken away and Barney will stand by them until the very end. Barney tells Felix 'if you want to risk it, I won't stop you. But I have to stay with the ones who don't want to' jump. This shows Barney's respectful and loving attitude towards the children. He respected the decision of the children old enough to choose to escape but stuck by the youngsters who did not.

Barney hugs Felix, Zelda and Chaya. Felix notices that 'his eyes are as wet as mine', as they both say goodbye in tears. Surviving the jump, Felix thinks of Barney. He knows that Barney

will continue to care for the children. Felix knows that the story Barney tells the children on the train 'about a long peaceful sleep' will be true. He will inject them with medicine which will end their pain, so that by the time they arrive at the Death Camp, they will be dead and their nightmare will be over.

Barney's actions are respectful, kind and filled with love. In a time of reckless killing, where cruelty and hatred were the order of the day, it is Barney who teaches the young children what it means to love. He is protective, always keeping the children safe. I love this moment at the close of the novel, *Once*. Barney taught me a lesson about love and respect, making him the true hero of the story.

Section D Exploring Poetry

'All poetry is love'

Choose a poem about love that you have studied as part of your Junior Cycle English course.

Title: 'When You Are Old'

Poet: William Butler Yeats

Question 8

30 marks

(a) Briefly describe what this poem is about.

This poem is about the love that Yeats feels for Maud Gonne. It is written as both a dedication and a warning to the woman Yeats loves. Yeats expresses his undying love for this woman, insisting that he is the 'one man' who 'loved the pilgrim soul' in her. At the same time, this poem is a warning to Gonne, as Yeats paints a picture of what her life would be like without him. He says that when she is an elderly lady, 'old and grey' and 'nodding by the fire', she may 'murmur, a little sadly, how love fled'. He hints that she will be filled with a sense of regret and loneliness if he is forced to leave her life.

(b) How does the poet make it clear that this poem is about love?

Yeats makes it clear that this poem is about love by expressing his feelings for Maud Gonne throughout. He uses repetition, using the word 'loved' several times. He speaks directly to his love, telling her that 'many loved' her for her graceful ways, 'or loved your beauty with love false or true'. He insists that 'one man loved the pilgrim soul in you and loved the sorrows of your changing face'. Yeats does not repeat the word love because he is lazy, instead he cleverly repeats the most important word to convince Gonne of his feelings.

The imagery Yeats creates is very powerful and helps to express the theme of love. The final image of the rejected man, fleeing from the woman he loves because he cannot be with her, proves that he cannot live without her. The love that Yeats feels for Gonne is very clearly expressed in the poem 'When You Are Old'.

(c) How did this poem make you feel? Explain your answer using quotations from the poem.

I thought it was very upsetting to imagine a lady who was once 'full of grace' as a lonely, old woman. Yeats says that one day, the elderly Maud Gonne may 'murmur, a little sadly, how love fled'. I couldn't help but think that this woman might have realised too late that Yeats truly loved her.

I also felt sorry for Yeats. He writes about the distressing experience of unrequited love, as he loves Maud Gonne who does not return his feelings. I believe Yeats when he promises that he truly cares for this woman, claiming to love her forever. Yeats tries to convince Gonne that he is the 'one man' who loved 'the sorrows of [her] changing face'. I felt great sadness and sympathy for Yeats.

(d) Identify three poetic techniques used in your chosen poem. Give an example of their use in the poem.

Technique	Quote from poem
Personification	love fled ... and paced ... and hid ...
Alliteration	How many loved your moments of glad grace And bending down beside the glowing bars
Rhyme	take down this book, dream of the soft look love fled, mountains overhead

Sample E

Truth and Lies

There are **three sections** in this examination.

Section A Reading Texts to Understand

75 marks

- **Question 1:** All parts of this question focus on language. Attempt all questions. You should write a meaning for each word in your own words in the table. If you do not understand one of the words, do not panic. The words in the table are taken from the extract, so locate the word and read the sentence again.
- **Question 2:** You are asked comprehension questions based on the extract from *Goodnight Mister Tom*. Read the questions, looking out for key words. Next, read the extract carefully. Underline quotes which you may use in your answers. In your answers, you should clearly make and explain your points.
- **Question 3:** You are asked to write about a novel that you have studied. Focus only on the ending of your novel. Do not summarise the story. Address the question from the very first line.

Section B Writing for a Variety of Purposes

60 marks

- **Question 4:** Your writing skills are tested throughout this section. In this question, you are asked to write a diary entry. Remember that a diary is a private collection of thoughts. You should reveal your true feelings and intentions in your diary entry.
- **Question 5:** You are asked to write a conversation between you (the student) and your year head. Try to capture the voice of both student and teacher. Look at how the sample answer is structured here. Conversations or dialogues should not be written in paragraph form. Imitate the structure of your studied play.

Section C Responding to Visual Texts

45 marks

- **Question 6:** You are shown two images of famous fictional characters who told lies and paid the price. Examine the images and answer questions based on what you see. Remember to read any accompanying information as this will help you. While you cannot quote the author's words in your answers, you should refer to the images. Describe what you can see and use the detail in the image to explain your point of view.
- **Question 7:** Write about one scene from a studied play or film. If you choose to write about a film, remember that you must write about a film that you have studied in school. Do not re-tell the story, focus only on the most memorable scene in the play or film.

Section A**Reading Texts to Understand****Question 1****25 marks**

(a) Basing your answer on what you have read, select one adjective to describe Mister Tom.

Adjective to describe Mister Tom:

Gentle

(b) Choose a part of the passage where Tom's accent is made clear to the reader and write it below.

'And now I'll git out all the bits of paper I've bin savin' up for yer drawrin'.'

(c) Write the same phrase. Make any changes necessary to correct the spelling and grammar.

'And now I'll get out all the bits of paper I've been saving up for your drawing.'

(d) Explain the meaning of each of the following words and write a sentence using each word correctly. Your sentences should show an understanding of each word and should not be taken from the extract above.

Word	Meaning	Sentence
Kidnap	To abduct or take a person without permission.	'We plan to kidnap you and demand a ransom' the burglar roared at the young boy.
Scrawl	To write in an untidy way.	'Please do not scrawl', the teacher instructed.
Descend	To move in a downward direction.	I watched the princess descend the staircase.
Authorities	Those who have power and are in charge.	Stephen was reported to the authorities for breaking the law.

(e) Basing your answers on what you have read, write the letter corresponding to the correct answer in the box.

Will is upset and confused because ...

[Insert right-aligned box beside list below with the letter B in it]

- A. his mother tricked him.
- B. his mother lied to him.
- C. his mother surprised him.

Tom kidnaps Will and this means ...

[Insert right-aligned box beside list below the letter C in it]

- A. Will is in danger.
- B. Will is being held prisoner.
- C. Will is safe.

Mister Tom behaves in a ...

[Insert right-aligned box beside list below the letter B in it]

- A. threatening way.
- B. reassuring way.
- C. grumpy way.

Question 2

30 marks

(a) Based on your reading of the above extract, do you think that Mister Tom is answering Will in an honest and truthful manner?

Tick:

Yes	[Tick]
No	

Give reasons for your answer.

Tom considers his answer carefully while stuffing tobacco into his pipe, which shows that he wants to tell Will the truth in a sensitive way. Tom is careful not to upset Will when he tells him that his mother had a 'sickness of the mind'. When Will asks why Tom kidnapped him, the old man's answer shows that he is not hiding anything from the boy. Bluntly, Tom tells Will that 'they were goin' to put you in a children's home.' This makes it very clear that Tom is honest and truthful in his response to Will's question.

How do you know that Tom is not used to expressing his feelings?

It is very obvious that Tom is uncomfortable when expressing his feelings in front of Will. It is possible that Tom has not said 'I love you' to anyone in a long time. He seems like a kind and loving man, but someone who is used to keeping things to himself. Tom tells Will that he is fond of him 'in an embarrassed manner'. When Will says 'I love you', Mister Tom's face becomes flushed. These are signs that Tom is not used to sharing his feelings.

At the end of the passage, we are told that Will 'beamed'. What does this tell us about how Will is feeling?

When a person beams, it is usually a sign of delight. I think that Will feels loved and accepted by Mister Tom in a way that he has never experienced before. Will feels 'a wave of warmth' when he tells Tom that he loves him. This shows that Will is happy to experience the love of a parent-figure.

Question 3

20 marks

The truth is often revealed at the end of a novel.

Think about the ending of one of the novels you have studied as part of your Junior Cycle English course.

Title: Of Mice and Men
Author: John Steinbeck

What did you discover at the end of the novel you have chosen above? Describe what happened and the lesson you learned.

George discovers that his companion, Lennie, has accidentally killed Curley's wife. He knows that Curley will want to torture Lennie to make him suffer for what he has done. George is the only person who understands Lennie, he knows that Lennie is just like a child and did not mean harm. George shows what it means to put someone else's needs before his own.

George finds Lennie at their secret meeting place. He comforts Lennie, telling him the story of their dream farm. George then shoots Lennie in the back of the head so that Lennie dies in a humane way with the person he trusts most. This is better than being beaten to death by Curley and the other men who would have been cruel and unforgiving. George makes sure that Lennie dies happily and without fear. By doing so, he loses his one and only friend and all hopes for the future. When Lennie dies, George is alone. He does not have Lennie 'to look after' anymore. George has even lost the dream of owning his own farm and living 'off the fatta the lan'.

I learned the meaning of loyalty and love through George's actions at the end of the novella. Although shooting your best friend seems like the worst thing to do, George did it for the right reasons and lost everything as a result.

Question 4**30 marks**

Today you told a serious lie. You didn't plan to, it just happened. The worst part is that the other person believed you. You decide to write all about what happened in your diary.

Write your diary entry below, including details about:

- **what happened**
- **how you are feeling**
- **what you intend to do.**

14th December 2017

Dear Diary,

Today I did something awful, I lied to my mum and got away with it. You know she has been nagging me to study for my Christmas exams and it has been driving me nuts! So when James text last night to see if I wanted to hang out with some of the girls after school, I said no. I told mum at breakfast that I would be studying at the library this evening because I really did want to get her off my back – plus the exams start on Monday.

Then at lunch I got a message from Amy. Yes... THAT Amy! James must have given her my number. She said 'can't wait to see you later' with an emoji blowing a kiss! All my good intentions were ruined, the library could wait. I went to the park to hang out with James and the girls. When I got there Amy waved at me so I went over to chat to her. We were hanging out for ages, I didn't even notice the time. I rushed home and told my mum that I got loads done. She seemed so pleased, she was even making my favourite dinner – fajitas, to say well done!

I admit that I feel dreadful for lying to my mum. If she knew she would be so disappointed in me! The only thing is that I planned to meet Amy again on Saturday. I wonder if the library is open at the weekends? I know I shouldn't tell another lie. Anyway, I doubt I could get away with it again ... could I?

Write soon – dinner is ready!

David

Question 5**30 marks**

A student in your class has been caught cheating in an exam. You saw the student swapping notes with someone and checking answers on their mobile phone. Your Year Head wants to get to the bottom of things and calls you into their office.

Complete the conversation that takes place between you and your Year Head in the space below.

You can feel the sweat on your palms as you knock nervously on your Year Head's door. In a strict and serious tone, your Year Head calls out ...

Year Head: 'Come in! Now about this situation. I know you saw what happened, you were sitting directly behind the student in question. Tell me exactly what happened.'

Me: Sir, I swear I didn't see anything. I was concentrating on my exam.

Year Head: Come on, David. Unless you cooperate with me and tell me everything I'll have no choice but to call your parents. What will they say?

Me: My mum's away, Sir. You won't be able to contact her. Anyway, I didn't see anything.

Year Head: (Picking up the phone) Hello ... Mrs Morris? Yes, this is David's Year Head calling from school.

(Sweat begins to roll down David's forehead)

Year Head: I am sorry to call while you are on holidays. (Pauses) Oh, really? My mistake. David told me you were away ... I see. Thank you, Mrs Morris. That would be very helpful. See you then. Goodbye.

Me: Sir, I can explain!

Year Head: Don't bother, David. Your mother is on her way to see me. Such a pity she has to cut her 'holiday' short.

Me: Okay, Sir. I saw them! They made me promise not to say anything. Tom looked something up on his phone and showed it to Cillian.

Year Head: (Smiling) Is that right?

Me: Yeah ... they knew the teacher saw them so Tom passed the phone to me. I have it here Sir.

(David hands the mobile to his Year Head. Noticing the phone used to call his mother is disconnected, he looks up and catches his Year Head's eye)

Year Head: Ah ... looks like you caught me out too. Well, I didn't want to interrupt your mother's holiday, did I? And we got to the bottom of things in the end. You've been very helpful, David. Head off to your next exam and we'll say no more about it.

(David quickly makes his way out of his Year Head's office. He hears laughter as he closes the door.)

Question 6

15 marks

(a) Who do you think receives the worse punishment – Pinocchio (image 1) or The Boy Who Cried Wolf (image 2)? Give one reason for your answer.

The boy who cried wolf (image 2) received the worse punishment by far, since he will be attacked and killed by a wolf! Pinocchio's nose grows bigger when he lies, but in my opinion it is far worse to be killed for lying than for your nose to grow.

(b) How do you think either Pinocchio or The Boy Who Cried Wolf felt when they were being punished for telling lies? Briefly explain your view.

I imagine the boy who cried wolf feels absolutely terrified when faced with a real and very dangerous animal. I have no doubt that he regrets the times when he fooled people because now he needs someone to save him. Based on the image, I think the boy fears for his life and must really regret his past actions.

(c) Which of the images do you prefer?

Please tick:

Image 1: Pinocchio	<input checked="" type="checkbox"/> [Tick]
Image 2: The Boy Who Cried Wolf	<input type="checkbox"/>

Explain your answer with reference to the images shown.

I love the image of Pinocchio because it is animated and looks like an image from a children's picture book. I like the way Pinocchio's growing nose has become a branch with a bird's nest at the end. Although Pinocchio looks surprised, he does not seem to be afraid and this makes the image more appealing.

Question 7

30 marks

Choose a scene from either a film or play you have studied that you found memorable.

Please tick to indicate which genre you will be writing about:

Film	<input type="checkbox"/>
Play	<input checked="" type="checkbox"/> [Tick]

Title: School of Rock
Director/Playwright: Richard Linklater
Scene I have chosen: The Battle of the Bands

Write about the scene you have chosen.

(a) Describe what happens in the scene.

The final moments in *School of Rock* are the most memorable because we finally get to see the band perform on stage together. Viewers did not expect Dewey and the class to take part in the Battle of the Bands when the truth about Dewey's identity was revealed. In a twist, the students in Dewey's class decide to 'stick it to the man' and rebel by sneaking off to the competition.

When the band comes on stage Dewey speaks to the crowd, telling them 'we're the School of Rock', and they get ready to play. Meanwhile, the parents and Ms Mullins have arrived at the venue in a state of panic. They join the crowd and watch as their children perform a song written by Zack.

All of Dewey's advice to the children when he told them to be 'loosey goosey' and 'hardcore' has paid off. We can see how confident Zack and Tamika are when they both perform solos. Zack rocks out on his guitar while Tamika shows off her 'nice pipes', singing without fear in front of hundreds of people! Although they do not win the Battle of the Bands, Dewey and the students have been a huge success. They earned the respect and approval of the crowd, Ms Mullins and their parents. Most importantly, the students began to believe in themselves and had a brilliant time, all thanks to Dewey who showed them they could do it.

(b) Why did you find this scene memorable?

This scene is memorable because it shows how far Dewey and his class have come. By entering this competition they are showing that they can 'stick it to the man'. Dewey desperately wants to prove himself and this has been his main motivation throughout the film. However, in this scene we can see how he really cares for the students and puts them first.

At the start of the film, we saw Dewey perform badly to a crowd that didn't even catch him when he tried to crowdsurf. In the Battle of the Bands scene all of this changes. The crowd love what they see and when Dewey crowdsurfs, they all catch him! It is really funny too. We get to see Dewey styled as one of his favourite bands, AC/DC, in his stage presence, dance style, facial expression and costume.

I love this scene mostly because it is not predictable. School of Rock do not win Battle of the Bands but that doesn't matter. In the end we see Dewey and Ned have set up their own music school and, along with the students, continue to do what they love – play music.

For me, this scene is really uplifting and one of my favourite moments in the film. It is memorable for all the right reasons!

(c) What does the director do to make the scene memorable on a screen or stage?

The director, Richard Linklater, makes this scene memorable in lots of ways. I think the best technique that the director uses is humour. This scene is really funny, mostly because of the quality of Jack Black's performance. He brings so much energy to the stage. I loved watching his wacky facial expressions and dance moves. He was hilarious in his schoolboy costume. At the end of the band's performance, Dewey runs off stage in a really silly way.

The director also made use of lighting. The stage was lit in blue with a 'School of Rock' backdrop which was projected on stage. The dry ice finished the set off nicely.

Finally, this scene is memorable because of the tension and suspense at the beginning. There is panic as the parents and Ms Mullins arrive. They are desperately trying to find their children. The viewers know that the children are not in danger and worry that the parents might get in the way of the performance. In the end, the parents are proud of their children's achievements and the film ends happily for everyone.

Sample F

Taking Action

There are **three sections** in this examination.

Section A Reading Comprehension

50 marks

Question 1: You are asked a series of short, comprehension-style questions based on the article. Always use full sentences when writing your answers.

Question 2: Here, you must invent a name for a campaign against racism. Try to think of an effective slogan. Ensure your Tweet has a positive message. It should be short and catchy.

Question 3: Again, you are asked a series of short, comprehension-style questions based on the article. Remember to use full sentences where possible.

Question 4: Look carefully at the signs and try to spot the mistakes. Write the sentences correctly. In this case, you may need to remove a misplaced apostrophe or add a missing apostrophe.

Section B Interpreting and Responding to Poetry

40 marks

Question 5: Answer a series of questions based on a poem that you have not studied. Read the poem at least twice before answering the questions. Quote from the poem in your answers and remember to explain each point you make.

Question 6: Write about a poem that you have studied. Focus only on the issue or topic addressed in the poem. Remember to explain your points using quotation.

Section C Responding Imaginatively

90 marks

Question 7: You are shown three images of protests. You must write about two of these images in your answers. Try to capture the scene in both answers. Use lots of descriptive detail to bring the sounds of one image to life. Think about what people might be shouting or chanting. Try to imagine music being played, for example. Choose a second image and describe what you can see. Use descriptive language to write about the scene in front of you. Consider the message and colour of the posters. Look at the crowd of people, try to describe their actions or facial expressions.

Question 8: Imagine students at your school are involved in a protest at lunchtime. Try to think of a catchy slogan for your poster. You should be able to imagine the crowds chanting your slogan. Write a short speech. Consider audience, content and expression. Imagine you are speaking to a big crowd – use some of the techniques of effective speech writing to get their attention.

Question 9: You are asked to write about a character who is either a hero or a villain in a novel, play or film which you have studied. Address the question from the very beginning of your answer. Avoid summarising.

Question 1**10 marks**

In what year did the Show Racism the Red Card campaign begin?

The Show Racism the Red Card campaign began in 1995.

According to the article, what have one in five Irish people witnessed?

According to the article, one in five Irish people have witnessed racism.

Organisers of the campaign hope to achieve two goals. What are they?

The two goals that the organisers of the campaign hope to achieve are to promote integration and to stamp out racism.

Show Racism the Red Card is in place in Ireland and several other countries. Name one of the other countries mentioned in the article.

The 'Show Racism the Red Card' campaign is also in place in the United Kingdom.

Imagine you are Shaka Hislop. What would you like to say to the kids who were "shouting racist abuse"?

I would like to ask those shouting racist abuse why they admire me for my football skills but look down on me because of the colour of my skin. I think the kids responsible for the abuse would struggle to answer this question and it could make them think about their attitude.

Question 2

10 marks

Your school has decided to introduce a similar campaign to stamp out racism and promote equality.

(a) What is your campaign called?

See my face, not my race.

As part of the campaign, you are inviting students to post a positive message on Twitter. Each day of the campaign, one of these positive messages will be chosen at random and read out over the intercom.

(b) Write the message to be read aloud today. Remember that most Tweets are 140 characters or fewer.

Our school is an equality zone, where love, respect and unity are shown. @schoolcampaign #facenotrace #equalityzone

Question 3

15 marks

(a) How long has the ‘grammar vigilante’ been correcting bad punctuation in Bristol?

The grammar vigilante has been correcting bad punctuation in Bristol for ‘more than a decade’, which is over ten years.

(b) What is the ‘Apostrophiser’?

The Apostrophiser is ‘a long handled tool created to reach the highest signs.’ The grammar vigilante made it so that he can correct apostrophes that are missing or in the wrong place.

(c) Why do you think the ‘grammar vigilante’ has felt nervous when correcting bad punctuation across the city?

The grammar vigilante works ‘in the dead of night’, which is when most criminals are active. I think he is worried that someone might think he is doing something wrong. He probably feels at risk of being caught, even though he feels that he has ‘not committed any crime’ by correcting the signs.

(d) Based on your reading of the extract above, what sort of person do you think the ‘grammar vigilante’ might be? Explain your answer.

I think the grammar vigilante is a perfectionist. He clearly does not like the fact that ‘street signs and shop fronts’ across the country are full of mistakes. He is motivated to go out and fix these mistakes, even making a special tool to help reach ‘the highest signs’. This shows that he is organised and very determined to do what he feels is right.

Question 4

15 marks

(a) Imagine you are working alongside the ‘grammar vigilante’, correcting bad punctuation in the dead of night. Write the following correctly in the spaces provided:

[13 Sign 1]	This sign should read ... It’s the law Please leash, curb and clean up after your dog!
[14 Sign 2]	This sign should read ... Ben’s Nails
[15 Sign 3]	This sign should read ... Please do not feed the seagulls

Question 5

25 marks

(a) The poet makes use of repetition throughout the poem. Do you find this technique effective?

Explain your answer using quotation.

The poet repeats two main phrases throughout this poem. He speaks about the Nazis, repeating the phrase 'they came for' in each stanza. This shows how frightening and powerful the Nazis were. They were persistent and intimidating.

The second phrase that Niemöller repeats three times is 'I did not speak out'. He regrets this because when he was taken away, there was no one to help him. Repeating these phrases encourages the reader to think carefully about the message.

(b) Look at the three statements below. Which do you think is the most important message in the poem?

Place a tick next to your chosen statement.

Sometimes it is important to speak out and take action.	[Tick]
People should just mind their own business.	
Stand up for others, because one day you might need someone to stand up for you.	

Why do you think this is the most important message in the poem?

This message is important because we should try to help and protect others when they are in need. For example, if Niemöller had managed to protect some of the Jews there is a chance they could have escaped capture. He realises the importance of speaking out on behalf of others when he is all alone and the Nazis come to take him away. I think the poet regrets the fact that he did not try to help the others who are now gone.

(c) How do you think the speaker felt when he says 'they came for me'? Explain your answer.

The speaker does not need to describe the Nazis or their intimidating ways – it is frightening enough to imagine them coming after their targets. I can imagine the poet rattling with fear and maybe even trying to hide when the Nazis came to capture him. I think he feels alone and hopeless when there is 'no one left' to speak for him. Niemöller must feel as though he is helpless and unable to protect himself against the cruelty of the Nazi soldiers.

Question 6

15 marks

Choose a poem that you have studied as part of your Junior Cycle English course in which the poet addresses a serious issue or topic.

Title of poem Base Details
Name of poet Siefried Sassoon

(a) What issue or topic does the poet address in the poem?

The poet addresses the issue of war. He describes the soldiers as ‘glum heroes’. They are the youths who will be ‘stone dead’ when all the fighting is over. Sassoon criticises those involved in war and suggests that it is a waste of life. Sassoon fought in the First World War and based this poem on that experience. He saw for himself the terrible conditions which the soldiers had to endure. This poem is still relevant in 2018, since war is such a serious issue today.

(b) What did you learn about the issue or topic which the poet addresses in this poem?

I learned that there is a huge divide between the ‘scarlet majors’ who are superior to the ordinary soldiers on the front line. The majors are uncaring and dismissive. They do not consider the suffering of the young soldiers while ‘guzzling and gulping at the best hotels’. I learned that war is wrong on so many levels.

‘Base Details’ helped me to sympathise with the soldiers and feel angry with those in charge who called serious battles ‘scraps’ as though they do not matter. Young men believed they were fighting for their country and wanted to make their families proud. Sadly, this was not the reality and so many were traumatised by their experience of war.

Section C**Responding Imaginatively****Question 7****20 marks**

- (a) Base your answer on one of the images shown on page six of this exam. Imagine you are part of the crowd. What can you hear?**

Please tick to indicate the image you have chosen:

Image 1	[Tick]
Image 2	
Image 3	

Describe the sounds all around you.

As I march in protest against the war, I hear the sounds of people chanting all around me. To my left there is a group of people calling for the government to 'End the war now!' Further on, someone is playing 'Imagine' by John Lennon on the guitar as people sing along and more join in. I hear an echo of someone making a speech in the distance, calling for an end to death and suffering. Their speech is interrupted by the sounds of clapping and cheers. I can hear the sounds of drums from behind me. The sound of helicopters circling above, trying to catch a glimpse of the action for the evening news, can be heard from all around. People stomp, shout and sing with a sense of togetherness. People are calling for change, they are taking action.

- (b) Base your answer on one other image shown on page six of this exam. Imagine you are the person taking the photograph. Why did you capture this moment?**

Please tick to indicate the image you have chosen:

Image 1	
Image 2	[Tick]
Image 3	

Describe what you can see as you take the photograph.

I turn my head to see the front line of our anti-racism march moving forward. Our message, printed in enormous font, is clear: Black Lives Matter. The most important message is in the faces of those who hold the banner together and smile as they stand side by side. My photograph shows what equality and unity look like as black and white people march together for the same cause. The image is bright and filled with colour. People are smiling and waving. Some hold hands, some throw their fists in the air, others look out into the distance. People hold posters, all with the same slogan. There is a joyful atmosphere as I look at the crowd of people who are joined together in the fight for equality.

Question 8

35 marks

Your Principal has announced that from September all students must participate in supervised study every Saturday from 8 a.m. to 3 p.m. – no exceptions!

In response, the student council have organised a lunch-time protest outside the school building and you have decided to join.

(a) Write the slogan you will include in your banner.

An extra day?
No way!

(b) You have been asked to make a short speech during the protest. What would you say to the teachers who support the new rule?

Write the speech you would deliver during the school protest in the space below. In your speech, you should give two reasons for protesting against the new rule

Thank you to our student council for organising this lunch time protest. Thank you to the teachers who came to listen to our concerns. (Boos can be heard from the crowd) Most of all, thank you, the students of this school who have chosen to stand up and be heard today! (Cheers and shouts can be heard from the growing number of students)

We are here to stand up and speak out against a proposed day of supervised study each Saturday. I'm sure our principal has our best interests at heart and that is why I know she will listen to us when we say ... AN EXTRA DAY? NO WAY! (Chants)

Most of us travel to school, getting up each morning before 7 a.m. Most of us have commitments at the weekends, like football matches or dance rehearsals. Most of us study each evening and in our time at the weekend. We must stand strong. Students, are you with me? (The crowd roar)

Do you want to wear this uniform for six days in a row? Do you want to set your alarm clock for 6.30 a.m. each Saturday morning?

Teachers – Listen to us when we say ... No way!

Thank you for listening.
(Cheers and chants – An extra day? No way!)

Question 9

35 marks

The most interesting characters in any story are those who take action – some act like heroes and others act like villains.

Think about a character who is the hero or the villain in one of your studied texts.

Remember that a ‘studied text’ could be a novel, play or film that you have studied as part of your Junior Cycle English course.

Please tick to indicate the genre of your chosen text:

Novel	[Tick]
Play	
Film	

Write the details of your chosen text and character:

Title Once
Author Morris Gleitzman
Character’s Name Barney

(a) What makes the character you have chosen a hero or a villain? Consider their actions at key points throughout the text.

I think the definition of a hero is someone who shows great courage and bravery. This makes my chosen character, Barney, the true hero of the novel *Once*. He shows real courage throughout the story. Barney is a dentist who becomes a father figure to many children whose parents have been taken by the Nazis.

The novel is set during the Second World War when Hitler is at large. This is a very dangerous time to be a Jew or to be associated with Jews. Barney risks his own life to protect the children in his care. He ‘locks the doors’ to keep them safe when he leaves their hiding place to get food and supplies.

It is Barney who rescues Felix and Zelda just when they are about to be taken away in a Nazi truck. Barney brings the children to the cellar where it is safe. If Barney were caught, he would most likely be killed for protecting the children.

One of the reasons I admire Barney and think of him as a hero is because he stands by the children. On a train to a death camp, Barney has the chance to escape, but instead he stays behind, knowing that the younger children need him. He could have taken his chances but he shows loyalty, sticking with the children who now depend on him. Because of Barney’s bravery, the children feel protected. This makes him a very special person and a true hero.

(b) Did you find the character you have chosen interesting?

Circle: Yes [Circle ‘Yes’]

No

Explain your answer with reference to the text.

I found Barney really interesting because his actions were so unexpected. He was not related to these children, he just knew that he had to do the right thing. He symbolises goodness and hope in a world of darkness.

Barney is my favourite character because he is fearless and takes action. He wants to try to help these children, despite the risks. Felix and the others would have died without him. He makes sure the children feel safe and loved. He gives Felix a pair of boots 'because everybody deserves to have something good in their life at least once'. Felix owes Barney much more than a pair of boots, he owes Barney his life.

In an encounter with Nazis rounding up Jews, Felix thinks 'maybe it's not just our books the Nazis hate. Maybe it's us.' It is in this moment that Felix begins to understand more about the hatred of the Nazis. When he learns about the senseless hatred, Barney comes along with the most selfless love and saves him. Barney is an interesting character because he is so selfless and that is an unusual trait in many people that I know. Without Barney's kindness and love, this novel would have felt hopeless.