



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION 2003

ENGLISH

FOUNDATION LEVEL CHIEF EXAMINER'S REPORT

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

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JUNIOR CERTIFICATE ENGLISH 2003

FOUNDATION LEVEL

1.1 INTRODUCTION

The Junior Certificate Foundation Level English Paper comprises seven sections each of which aims to test the candidate's knowledge of the syllabus at this level.

The sections are as follows:

- Section 1: Reading
- Section 2: Personal Writing
- Section 3: Functional Writing
- Section 4: Poetry
- Section 5: Fiction
- Section 6: Drama
- Section 7: Media Studies

The examination paper is marked out of a total of 360 marks, candidates are required to answer on six sections; Sections 1, 2, and 3 are compulsory sections. Candidates may then choose three Sections from the remaining four. Each Section is marked out of a total of 60 marks.

Junior Certificate English

| Year | Candidates | Level |
|-------------|-------------------|--------------|
| 2003 | 2609 | Foundation |
| 2002 | 2792 | Foundation |
| 2001 | 2380 | Foundation |
| 2000 | 2411 | Foundation |

In 2003, a total of 59,194 candidates was examined in Junior Certificate English at Foundation, Ordinary and Higher Levels.

The number of candidates in 2003 sitting the Foundation English Paper at Junior Certificate represents 4.4% of the total number of candidates.

1.2 PERFORMANCE OF CANDIDATES

The table below illustrates the performance of the candidates at Foundation level in each of the grades:

| YEAR | A | B | C | D | E | F | NG |
|-------------|----------|----------|----------|----------|----------|----------|-----------|
| 2003 | 12.5% | 33.8% | 36.4% | 14.2% | 2.5% | 0.5% | 0.1% |
| 2002 | 10.4% | 37.8% | 33% | 13.7% | 3.4% | 1.4% | 0.3% |
| 2001 | 9.3% | 33.2% | 33.8% | 17.6% | 3.9% | 1.6% | 0.6% |
| 2000 | 10% | 24.9% | 36.1% | 21.5% | 4.5% | 2.2% | 0.8% |

Candidates achieving grades within the E- range are those who have usually not completed a sufficient number of sections.

In 2003 this accounted for 3.1% of the candidates.

In 2003 82% of the Foundation Level Candidates achieved a C+ Grade.

1.3 ANALYSIS OF CANDIDATE PERFORMANCE

Section 1 Reading

This is a compulsory section and performance on this section was of a high standard with candidates scoring an average mark of 50 ex 60. This section is usually well answered even by the weaker candidates. This Section tests the candidate's ability to locate specific information in an extract.

Section A is divided into 4 sub-questions with 5 marks each.
Sections B,C,D,E carry 10 marks each.

Section 2 Personal Writing

Candidates are asked to write one page on a topic chosen from a list of 8 topics.

In 2003, the most popular choice was :A What I like about Holidays.

In general, the performance of candidates was very good with most presenting at least one page, and writing relevantly about the topic chosen.

Those candidates who chose Part D, where a conversation format was required, tended to write this as a narrative and thus lost a significant number of marks.

Students at Foundation level in general perform well in this section. A significant number achieved 60 ex 60 marks.

Section 3 Functional Writing

Candidates had a choice between A or B.

A: Candidates were required to choose one picture from Paper X and describe it.

B: Candidates were required to write a letter to a friend giving specific information.

A: This was the most popular choice with an equal number of candidates opting for each picture on Paper X.

Most candidates wrote three-quarters to one page for their descriptions. This is an area in which most candidates displayed competency in language skills.

The average mark for this section was 40 ex 60.

B: A smaller proportion of candidates chose this question.

Those choosing this in general did not perform well. Candidates tended to ignore the letter format and produce a piece of personal writing instead.

Some candidates presented elements of the letter format but then proceeded to write a narrative.

A small number of candidates wrote about the Persil/Aloe Vera Advertisement instead of Pages 1 and 4.

Common errors:

Writing about what the boy on Page 1 thought rather than describing the picture.

Describing one part of the picture in detail rather than a factual description of the whole picture.

Section 4 Poetry

This Section was a popular choice with the majority of candidates opting for it.

Questions: A, B, C and D were well answered by all candidates, the majority scoring between 38 and 40 for these four questions.

Question E required the candidate to give 4 points about a poem they had studied.

The majority of candidates could name the poem and tell the story of it.

A large number of candidates then ignored the last 2 parts to this question;

‘Do you think it was a good poem? Give a reason for your answer.’

The most frequently selected poem was “Mid-Term Break” by Seamus Heaney.

Common errors:

Using a novel or a play to answer question E. This meant that the candidates were marked ex 10 rather than ex 20.

Not being able to name the poem.

A small number of candidates used the poem from the paper.

Ignoring the last two parts of Section E, thus losing 10 marks.

Section 5 Fiction

This was also a popular choice for candidates.

Questions: A, B, C, D carry 10 marks each and Question E: 20 marks.

Candidates performed well on this Section, with a large number of candidates scoring 58 to 60 marks. The average mark was 45.

Question E: This was the least well answered question of Section 5.

Candidates tended to retell the plot of the novel studied and ignore the second part of the question: “How did the character act as a result”

It was clear that the phrasing of the question seemed to be causing some difficulty. However, those candidates who indicated a change in the character because of the event they chose achieved full marks.

Common errors:

Some candidates did not choose “something good or something bad” and related the plot of the novel as a whole.

A small number used the extract on the paper.

A small number used a play or poem.

Some candidates were unable to name the characters they were describing.

Some candidates ignored question E.

Section 6 Drama

This was a less popular section. As in other years, candidates tend not to choose the Drama question at Foundation Level. Those candidates who choose it tend to be unfamiliar with dealing with extracts from Drama, and with the language of the questions.

This year’s Drama question was accessible to all candidates in that the language was straightforward and the extract was one that would be familiar to a large number of candidates.

Questions: A, B, C and D each carried 10 marks.

Question E: carried 20 marks

Question C, “Describe a suitable costume”, was not answered by a significant number of candidates, and it appeared that those who answered were unfamiliar with the word “costume” as used in drama.

Some described a Halloween Costume.

A significant number of candidates choosing this section left part C blank.

Question E: required the candidates to answer on a play or film they had studied.
Most candidates scored well on this question.

Common errors:

Not naming the two characters.
Not understanding the word “relationship”
Retelling the plot of the film/play
Ignoring the last part of the question.
Using a poem or the extract on the paper.

Section 7 Media Studies

This section was chosen by a large number of candidates and it was also the weakest section for all candidates with the average score being 25 ex 60.

Questions A, B, C, and D each carried 10 marks.
Question E: carried 20 marks

All candidates scored 10 on Question A (Name the two brands)

Question B: The majority of candidates were unable to contrast the two advertisements and simply described the two pictures. Those candidates who made some attempt to show how the advertisements were different did not have the vocabulary specific to media studies to do so competently.

Question C: A large number of candidates did not know what a caption was and simply named the product.
Many candidates left this question blank.

Question D: Candidates could state which advertisement they liked best, but could not articulate the reason why, in relation to the language of media studies.

Question E: Nearly all candidates used the advertisements on the exam paper.
A small number of candidates used the Functional Writing pictures.

1.4 CONCLUSIONS

- The Foundation Level English Paper is accessible to a wide range of students in that the layout of the paper is clear and questions relating to sub-sections are clearly defined for the candidates.
- Section 1, as in previous years, is the best answered section. Even the weakest of candidates were able to score full marks on this.
- Section 2 is also a well-answered Section. Students are given a range of topics to write about and in general the standard expected, as outlined in the Marking Scheme is well reflected in this section. However, the majority of candidates appear to be more familiar with a narrative style rather than a conversation format.
- Section 3 also reflects well on the standard of candidates in terms of functional writing skills in factual descriptions. Candidates appear not to have been as able in the area of letter writing and familiarity with the format.
- Section 4 gave evidence of a wide range of poetry and the skills relating to answering poetry questions.
- Section 5 showed the candidates' obvious familiarity with a wide range of fiction and the concept of plot. However, candidates seemed less able to articulate the relationship between key events and the change/development of character.
- Section 6 gave evidence of some unfamiliarity with the concept of costume and the relationship it has to the character in question. Candidates also appeared unsure as to the concept of relationship between characters.
- Section 7 gave rise to concern at the poor quality of answering. This was due almost entirely to unfamiliarity with the language of media. Candidates were not aware of how an advertisement is designed in order to sell a product. Similarly almost all candidates could/did not present an advertisement of their own as required in Question E.
- Overall, the Foundation Level English Paper meets the needs of the candidates who take this level in terms of accessibility, opportunity to succeed, and flexibility in choice of questions.

1.5 RECOMMENDATIONS TO TEACHERS AND STUDENTS

1.5.1 Recommendations to Teachers

Familiarity with the layout of the paper would help some of those students who left out key sections and questions and were thus unable to benefit from the full range of marks available.

Questions E of Sections 4, 5, 6 and 7 are often left out or misread by students. In general, these Sections will require more than just retelling the plot of the novel, film, play or outline of the poem. In Media Studies it will usually involve some reference to the candidate's own experience i.e. favourite advertisement etc.

Section 1: Reading

Candidates usually have very little difficulty with this. The errors that occur are usually those of misreading the question and presenting information from the wrong part of the extract, or not giving all of the information asked.

Section 2: Personal Writing

Conversation Format – this must be used if choosing this option.

Candidates need to be familiar with this format and the length of the conversation they should write.

Those candidates who score high marks in this section usually present:

- At least one page
- Make use of paragraphs
- Have a range of vocabulary appropriate to Foundation Level.
- Have a clear sequence of events in their story

Section 3: Functional Writing

Candidates should be familiar with describing, in a factual manner, a picture. Familiarity with terms such as 'background', 'foreground', 'centre', etc. would assist their description. They need to be clear that the functional writing section is not the same as Section 2.

Candidates need practice in letter writing and to know the basic conventions such as:

- Address
- Date
- Salutations

- Layout
- Formal/Informal letters

Section 4: Poetry

As this requires the candidates to answer on an unseen poem, practice in relation to:

- Theme
- Image
- Rhyme

as appropriate to Foundation Level would greatly help the candidate.

Section E: Students need to be able to do more than just give an outline of the poem. They need to be able to articulate a personal response and be able to give some evidence from the poem studied to support it.

Section 5: Fiction

‘Reading the questions carefully’ is the key to this section. Candidates who lose marks on this section have usually only answered part of some questions.

Section E: will require the candidate to have studied and be able to articulate:

- The plot of a novel
- The main characters
- Descriptions of the characters
- Relationships in the novel
- A key event.

Section 6: Drama

This is a section which many students seem unfamiliar with.

Candidates need to be familiar with:

- Characters
- Props
- Costumes
- Relationships

They also need to be able to discern from a piece of Drama the way in which a character might look or sound or speak or dress.

Section E allows the candidates to choose between a film or play studied.

To answer this question they must not just retell the plot. If they have already used a novel, which was made into a film in the fiction Section, they should not use it again in the Drama section.

Section 7 Media Studies

This Section will require the candidate to be familiar with terms such as:

- Product
- Brand Name
- Caption
- Slogan

They also need familiarity with analysing advertisements using the language of media as appropriate to Foundation level, for example:

- Target audience
- Use of colour/copy
- How an advertisement sells a product
- Comparing similar advertisements.

Candidates should have experience of a wide range of advertisements and practice written analysis. Candidates appear to have most difficulty in trying to articulate and find the correct terminology to describe the image they see.

Candidates should be familiar with writing a response to an advertisement based on their knowledge of media studies.

At Foundation Level English, candidates tend to lose marks by:

- Not answering compulsory sections of 1,2,3, but answering an extra question instead.
- Not answering question E on 4,5,6 and 7
- Presenting insufficient content in Sections 2 and 3
- Using the incorrect part of Paper X
- Not answering all questions on their chosen section.

Finally, candidates should have familiarity with the layout of the paper and the structure of the questions, particularly Paper X and question E of Sections 4,5,6 and 7, prior to sitting the Junior Certificate,

Candidates presenting work on tape should have had an opportunity to practise and be familiar with this format before the Junior Certificate examination.

1.5.2 Recommendations to Students:

The Foundation Level English Paper is divided into 7 Sections.

You must answer Sections 1, 2 and 3

Then you must answer 3 other Sections by choosing three sections from Section 4, 5, 6, and 7. At the end of the exam you must have 6 Sections done.

Check that these are made up of :

- Section 1
- Section 2
- Section 3
- And 3 other Sections

Read all of the instructions given on the exam paper.

Read all questions carefully.

Some questions are made up of 4 different parts. As you do each question or part of a question, put a tick beside it so you know you have not missed anything.

Some questions will ask, “What do you think” or “Did you like this poem/story?” You must answer more than just ‘yes/no’. You must give your reason/opinion. You will usually have to mention something about the poem or story when you are giving your reason.

In **Section 2, Personal Writing**, you will have to write an essay or a story.

Make sure you write about the topic you have chosen.

Write at least one page.

Use paragraphs.

Make sure your story has a beginning, middle and end.

In **Section 3** you are usually asked to describe something or write a letter or fill out a form.

Read the question carefully and follow all the instructions.

Put a tick beside each part of the question.

Make sure you are looking at the correct picture on Paper X

If you have to write a letter:

- Put a name and address – not your own – on the page.
- Put a date
- Address the person at the start of the letter

- Sign it off at the end
- Use paragraphs

Remember: Section 3 is not about writing stories; it is about writing facts.

Before the examination:

Make sure you know:

- The name and author of the novel you studied
- The name and poet of the poem you studied
- The name and author of the play you studied/The name of the film

Make sure you know and can describe the characters in the novel/play/film

Make sure you know the important events in the novel/play/film

Make sure you can describe the relationship between the characters.

Make sure you can describe a picture

Make sure you can describe an advertisement and that you know the correct words to use.

Look at past papers so that you are certain what sections you must answer and what way the paper will look.

During the examination:

You will have plenty of time to answer your Six Sections

Make sure Sections 1, 2, and 3 are answered, these are compulsory

Do not mix up when to use your novel/play/film/poem

Where you see: Poetry - use your poem

Where you see: Drama – use your play or film

Where you see: Fiction – use your novel or short story

Present your work as neatly and clearly as possible. Use as much paper as you need.

Attempt all of the questions you are asked to attempt – even if you are not sure you are right.

Read all of your questions carefully and tick each one off when it is done so that there is no chance you have forgotten something.

Check at the end of the examination and make sure you have:

Sections 1, 2 and 3 completed

And 3 other Sections.

Junior Certificate Examination 2003

Foundation Level

EXEMPLAR MATERIAL

The following is a selection of exemplar material from scripts of candidates who sat the Junior Certificate Foundation Level English Paper, 2003.

These exemplars should be read in conjunction with the Examination Paper and the Marking Scheme utilised for the purposes of assessing candidates' answers.

These exemplars are reproduced as they were written.

Candidates' answers are typed in Italics.

SECTION 1**READING****60 MARKS**

Parts A to D required the candidates to locate the correct answers in the extract.

QUESTION

**Part E: In your opinion was the life of an Eskimo an easy one?
Give a reason for your answer.**

ANSWER

No, I don't think the Exkimos had an easy life because where they live it is very cold and the had to go hunting for there food. You could be hunting for hours before you would get something. Every time they want someting to eat they have to go out and hunt, they can't just go to the shop and buy it like us.

EXEMPLAR 2: Marks awarded: 10 ex 10.

The candidate fulfilled the criteria by giving this/her opinion and competently developing a reason. The candidate showed a clear understanding of the facts presented in the extract.

QUESTION

**PART E: In your opinion was the life of an Eskimo an easy one?
Give a reason for your answer.**

ANSWER

No, it was not, Because they had to hunted their own food.

EXEMPLAR 1: Marks awarded 6 ex 10

The candidate fulfilled the first part of the question but did not develop a reason based on the information given in the extract.

QUESTION G: The bike came racing round the corner.**Continue this story.****ANSWER:**

It was a lovely summers day. The sun was shine and all the young children were playing on the street. It lovely because most of the time its always raining where I live. I couldn't wait for Ciara to call over to me. Ciara was my best friend. But she was very lazy she was probably still in bed.

It was just after eleven that morning when she called over. We couldn't decide what to do. Ciara wanted to have a game of rounder but in the end we decide to go rollerblading. So we got our skates and off we went.

When we were out side we met Susie and Cara and the wanted to join in so we left them. We all started to race one another. Just as I got to the corner a man on a bike was coming towards me but I couldn't stop. Next thing I knew I was on the ground and so was the man. His bike was all smashed and my leg was covered in blood. The man got up from the ground – it didn't look like there was much wrong with him.

Just as he turn around to look at his bike the back of his head was bleeding heavily. He didn't even notice. Susie ran to get my father and he brought the man to hospital where he got seven stiches. My mam fix my leg up with plaster. The man was very upset when he came back and saw his bike. So my dad bought him a new one. The mans name is Mike. Now Mike and my dad are best friends. If Mike didn't come around that corner on his bike the wouldn't even know each other.

Exemplar 2: Marks awarded 53 ex 60

The candidate fulfilled the criteria for awarding the marks in that there was clear organisation of content and coherency and flow to the writing.

There was high standard of content in terms of ideas and vocabulary appropriate to this level.

The candidate showed a high level of competency in terms of language and development of storyline as appropriate to this level.

SECTION 2**PERSONAL WRITING****60 MARKS****QUESTION A: What I like about...****Holidays OR School OR Sport****ANSWER:**

I like school because you get to do a bet of everthink and you are lear that wath you need. And you get to met lose of new frind when you star school you get to lear english and than you move on to outer think You get to play football in school with your frined and lost of outer think their is a lost of think to do in school. The teacher are ok than one their to lear us how to work in school it is all good about school everthink is good.

Exemplar 4: Marks awarded 17 ex 60

The candidate did not entirely fulfil the criteria for awarding marks in that:

There was insufficient content to award further marks.

There was poor organisation and flow of language

Spelling and punctuation errors did not warrant penalties.

SECTION 3**FUNCTIONAL WRITING****60 MARKS****QUESTION: A**

Look carefully at the pictures on Pages 1 and 4 of Paper X.

Pick one picture and write a description of it.

ANSWER:

In this picture I can see the sea. It is a greeny grey and blue colour. There is a small Yacht on it whit one person in it. He is sitting down. The mask is down and tied up. It red in colour. There is a beach there with two people sitting down and a man and a woman walking on it. There is a big rock at the edge of the water. On the beach there is steps leading up to an old castle. The castle is big and it looks run down a bit. The stone work is starting to get covered whit moss. At the side of the castle there is a road leading

down to a lighthouse. Its black and white and built up above the ground level. There is railing on the side of the road and big black lamposts. In the back around I see the coastline. It looks to be a nice sunny day there.

Exemplar 5: Marks awarded 60 ex 60

The candidate fulfilled the criteria for marking in that:

He/she gave a factual description of the picture and displayed a high level of language ability appropriate to this level.

The description is written in a fluent style and also displays the candidate's ability to make personal observations as appropriate to this level.

SECTION 3 FUNCTIONAL WRITING

QUESTION A:

Look carefully at the pictures on Pages 1 and 4 of Paper X.

Pick one picture and write a description of it.

ANSWER:

In the background is a castle any their is water behind it at the side of it is a light house. Their is a road going around the side of it. Their is steps going up to the caste and grass near the steps.

At the front of the castle is a beach with sand their two people sun bathing and two people walking along the beach I the water there is a boat it is white with red and their is a man in it. At the end of the page at the right hand side there are flowers.

Exemplar 6: Marks awarded 33 ex 60

The candidate did not entirely fulfil the criteria for the awarding of marks in so far as his/her answer:

Provided a description of elements of the picture but lacked the fluency and coherency appropriate to this level to merit higher marks.

Displayed a limited use of vocabulary, used general terms to describe elements of the picture (eg. Water rather than sea).

SECTION 3 FUNCTIONAL WRITING

QUESTION: B

Write a letter to your friend telling him/her about a holiday you enjoyed. In the letter you should:

- Describe where and when you went on holiday.**
- Describe the activity you enjoyed most**
- Explain why it was a good choice for a holiday.**

ANSWER:

*12 Brown Road
Churchville
Cork*

26th March 2003

Dear John,

How are things? Just a short note about my vacation. I went to France on the 17th of March and the weather has been fantastic. I went to Disney Land, saw a couple of real good things.

The best activity was going on the rollercoaster, nearly got sick, but hung on. It's fun when your going round and round. You should try it some time!

It's a good choice because you can bring the kids with you if their celebrating their birthdays. It would also relax you and refresh you too. Anyway, gotta go.

Good luck,

Mary

Exemplar 7: Marks awarded 60 ex 60

The candidate fulfilled the criteria for awarding of marks in that:

He/she used the correct format and displayed a good sense of the task set.

SECTION 3 FUNCTIONAL WRITING

QUESTION B:

Write a letter to your friend telling him/her about a holiday you enjoyed. In the letter you should:

- Describe where and when you went on holiday.**
- Describe the activity you enjoyed most.**
- Explain why it was a good choice for a holiday.**

ANSWER:

To Richy

How are you

I went on holiday to spain two weeks ago. I just got back yester Day. I thing i like most over there was swimming. I had my own pool and my own vila It was great over their. It is a good choice because their is a lot to do over their. I am going back next year.

Bye

Exemplar 1: Marks awarded 21 ex 60

The candidate did not entirely fulfil the criteria for marks awarded in that:

- He/she stated rather than described the basic information requested in the question.
- There was insufficient content provided by the candidate to merit higher marks.

SECTION 4 POETRY

QUESTION: C

What impression do you get of dogs from this poem?

ANSWER:

I get the impression that dogs are a good animal to have and they are friendly and loyal. A dog is more loyal than a person and it would also help cheer you up.

Exemplar: 2 Marks awarded 10 ex 10

The candidate fulfilled the criteria for marks awarded in that:

The candidate displayed clear evidence of understanding the question asked and developed his/her opinion competently.

QUESTION: C

What impression do you get of dogs from this poem?

ANSWER:

The dog like to play a lot he like to run around.

Exemplar 4: Marks awarded 5 ex 10

The candidate did not entirely fulfil the criteria for marks awarded in that

- The candidate made a general observation on dogs and did not respond to the concept of impression as appropriate to this level.

SECTION 4 POETRY

QUESTION D:

Did you like this poem? Give two reasons for your answer.

ANSWER:

Yes, I like the poem because the poet gives you a good image of what a dog is like and I think it funny the way he said the dog chews people's clothes to shreds. I also like the poem because I like dogs.

Exemplar 2: Marks awarded 10 ex 10

The candidate fulfilled the criteria for awarding marks in that:

- He/she fully addressed the two parts to the question.
- He/she was able to competently articulate reasons based on the evidence in the poem and also displayed evidence of understanding of poetic terms as appropriate to this level.
- He/she also gave a personal viewpoint.

QUESTION D:

Did you like this poem? Give two reasons for your answer.

ANSWER:

*Yes i do like the poem.
Because i like bog very much.*

Exemplar 4: Marks awarded 6 ex 10

The candidate did not entirely fulfil the criteria for marks awarded in that:

- He/she only gave one reason.
- No reference to the poem's content was made.

SECTION 4 POETRY

QUESTION E

Think about a poem you have studied which describes one of the following:

- A happy scene**
- A sad scene**
- A family scene**
- A nature scene**

Name the poem

Briefly tell the story of the poem

Do you think it is a good poem?

Give a reason for your answer

ANSWER:

The poem I have studied is called Mid-term break by Seamus Heaney. This is about a sad or family scene. The poem is about a young boy who's brother dies.

The young boy is in school and his neighbours come to collect him when he get home he sees lots of people in his house they start shaking his hand saying sorry for your troubles. He hears people whispering saying he was the eldest son. The boy gets embarrest. Then he heres his mother crying leaving out angry roars. Then the funural is on he sees is small brother in a white coffin that is four foot long a foot for every year because he was only for. He is laid out in the coffin and the coffin is in his cot. No, I don't like this poem because I think its very morbid. I don't like the images of it especially because it a young child that is after dieing.

Exemplar 2: Marks awarded 20 ex 20

The candidate fulfilled the criteria for marks awarded in that:

- He/she addressed each element of the question asked in a clear and competent manner and displayed a clear knowledge of the poem studied.
- He/she was clearly able to articulate a personal response to the poem.

SECTION 4 POETRY

QUESTION:E

Think about a poem you have studied which describes one of the following:

A happy scene

A sad scene

A family scene

A nature scene

Name the poem.

Briefly tell the story of the poem.

Do you think it is a good poem?

Give a reason for your answer.

ANSWER:

Mid term break is a poem which has a sad scene in it. The poem is about a family whose younger son is knocked down and killed instantly. The son who died has a brother away in school and the neighbours collect him and brought him home. When he gets home he sees his father crying in the porch and men coming up and saying sorry to him. When he goes into the house he sees his brother in a coffin and his mother is crying. The coffin is four foot a foot for every year.

Exemplar 5: Marks awarded 10 ex 20

The candidate did not entirely fulfil the criteria for marks awarded in that:

He/she only dealt with the first two parts of the question.

SECTION 5 FICTION

Questions A to D require the candidate to locate specific information in the extract for each question.

QUESTION E:

From a NOVEL or SHORT STORY you have studied where something good or something bad has happened to one of the characters.

Describe what happened.

How did the character act as a result?

ANSWER:

Candy on the Dart by Ita Daly. It is about a girl called Candy whose parents go away on a working trip to the Himalayas and she is left with a woman called Mrs Nolan. She is a very nasty woman so runs away and she meets another girl called Sharon whose mother died and her father is gone to England working and her gran is looking after her. They get caught by two drug dealers and they make them deliver the drugs for them but they get caught by the Police and they are back with their families but Sharon goes to live with Candy.

Exemplar: 6 Marks awarded: 16 ex 20

The candidate fulfilled the criteria for the marks awarded in that:

He/she dealt competently with both aspects of the question.

SECTION 5

FICTION

QUESTION E:

From a NOVEL or SHORT STORY you have studied where something good or something bad has happened to one of the characters.

Describe what happened.

How did the character act as a result?

ANSWER:

Candy on the dart by Itay daly

It is about a young girl how runs away from because her person are gon away on holidays and left her bhind witch her gran and the gran is allwes on her so she ranaway.

Exemplar 3: Marks awarded 6 ex 20

The candidate did not entirely fulfill the criteria for marks awarded in that:

- He/she dealt only with one part of the question.
- He/she summarised the plot of the novel studied.

SECTION 6 DRAMA

QUESTION D:

**“Perhaps you aren’t very good parents”
What makes Miss Honey think this?**

ANSWER:

Miss Honey thinks this because they concentrate more on watching telly than looking after their daughter.

Exemplar 8: Marks awarded 10 ex 10

The candidate fulfilled the criteria for marks awarded in that

- He/she responded to the question by using evidence from the extract.

QUESTION D:

ANSWER:

She thinks this Because they wouldn’t let her in so that she could tell them about the way Matilda cam read books.

Exemplar: 1 Marks awarded 4 ex 10

The candidate did not entirely fulfil the criteria for marks awarded in that

- He/she did not relate his/her response to the actions of the parents as described in the extract.

SECTION 6 DRAMA

QUESTION E:

From a PLAY or FILM you have studied name two characters.

Explain the relationship between the two characters.

Give one example of how they showed their friendship

OR

How they were enemies

ANSWER:

The Field

Bull Mc Cabe and William Dee were enemies because they both wanted the field and Bull was already living there and he was not happy about William Dee buying the field and Bull tried his best to stop him buying it so he ends up accidentally killing him by hitting with a stick across the head. And knocking him to the ground.

Exemplar: 8 Marks awarded 20 ex 20

The candidate fulfilled the criteria for marks awarded in that

- He/she clearly responded to the question asked including all elements of the question.

QUESTION E:

ANSWER:

The teacher want to showed the friendship to the parents.

Exemplar: 4 Marks awarded 0 ex 20

The candidate failed to fulfill the criteria for mark awarded.

SECTION 7 MEDIA STUDIES

QUESTION B:

How are the two advertisements *different*?

ANSWER:

The two ads are differed because in the advertisement for Ariel there is a youngfella holding a tropy shap basket over his head and people charing on and in persil the show a washing machine door whit trees and a waterfall on it and in front of the machine they have a box of persil.

Exemplar: 5 Marks awarded: 10 ex 10

The candidate fulfilled the criteria for marks awarded in that

- He/she highlighted points of contrast.
- He/she clearly contrasted one advertisement with the other.

QUESTION B:

How are the two advertisements different?

ANSWER:

They are different brands and name.

Exemplar 4: Marks awarded 1 ex 10

The candidate did not entirely fulfil the criteria for marks awarded in that

- He/she did not develop or explain any points of contrast between the two advertisements.

SECTION 7

MEDIA STUDIES

QUESTION: D

**Which advertisement would encourage you to buy one product instead of the other?
Explain your choice.**

ANSWER:

I would pick advertisement three Persil because the picture they have gives you a clean fresh image I wouldn't pick paper 2 because the picture I think wouldn't draw my

attention to it. It give you a feeling of the man playing soccer over holding the trophie and look how clean his clothes are. I don't like it.

Exemplar 2: Marks awarded 10 ex 10

The candidate fulfilled the criteria for marks awarded in that

- He/she clearly responded to the question asked.
- He/she commented on the image and gave a personal response.

QUESTON: D

**Which advertisement would encourage you to buy one product instead of the other?
Explain your choice.**

ANSWER:

Page 2 looks better than page 3

Exemplar 3: Marks awarded 2 ex 10

The candidate did not entirely fulfil the criteria for marks awarded in that

- He/she solely articulated his/her preference.

JUNIOR CERTIFICATE EXAMINATION 2003

ORDINARY LEVEL

2.1 INTRODUCTION

19,076 candidates sat the Junior Certificate English Paper at Ordinary Level - 32.2% of the total cohort.

The paper was judged by examiners to be a fair assessment of candidates at this level. The thematic approach of the paper was commended as it enabled candidates to engage positively with texts and questions.

2.2 PERFORMANCE OF CANDIDATES

In general, examiners were positive in their comments on the performance of candidates in the examination. In particular, Section 1, 'Reading' and Section 4, 'Fiction', produced a level of answering which was rated good to excellent in many cases where candidates showed a keen interest in the subject-matter. However, in Section 5, 'Drama' and Section 6, 'Poetry' there was some poor interpretation of questions and examiners described the standard of answering in these sections as disappointing.

The following table shows the grades achieved by the candidates who sat the Ordinary Level paper:

| Grade | A | B | C | D | E | F | N.G | Candidates |
|---------|------|------------|------|------|-----|-----------|-----|------------|
| Number | 1681 | 5940 | 7637 | 3602 | 190 | 22 | 4 | 19,076 |
| % | 8.8 | 31.1 | 40.0 | 18.9 | 1.0 | 0.1 | 0.0 | 100 |
| Summary | | C+ 80.0 | | 18.9 | | E- 1.1 | | |

Overall, candidates performed very well on this paper with 80.0% scoring a grade C or higher. 1.1% of candidates failed to achieve a D grade on the examination.

The following table shows the number and percentages of candidates achieving each grade in the current year and in the previous three years:

| Year | Total | A | B | C | D | E | F | N.G | C+ | E- |
|------|--------|-----|------|------|------|-----|-----|-----|------|-----|
| 2000 | 20,480 | 5.7 | 25.1 | 44.4 | 22.6 | 2.1 | 0.2 | 0.0 | 75.2 | 2.3 |
| 2001 | 20,240 | 6.0 | 25.3 | 42.9 | 23.0 | 2.4 | 0.3 | 0.0 | 74.2 | 2.7 |
| 2002 | 19,811 | 7.5 | 31.1 | 41.5 | 18.6 | 1.2 | 0.1 | 0.0 | 80.1 | 1.3 |
| 2003 | 19,076 | 8.8 | 31.1 | 40.0 | 18.9 | 1.0 | 0.1 | 0.0 | 80.0 | 1.1 |

2.3 ANALYSIS OF CANDIDATE PERFORMANCE

Section 1: Reading

Examiners reported that candidates did very well in this section with many achieving maximum marks. Examiners described Section 1 as an excellent introduction to the paper. The text was engaging and the questions were clearly stated, precise and challenging. The level of success in this section increased the candidates' confidence before they attempted the more demanding sections later in the paper.

Section 2: Personal Writing

Examiners stated that the choice of essay titles offered this year gave sufficient scope for candidates to display their writing skills.

Topics A, B, E and F proved the most popular as they are relevant to candidates' daily lives (traffic jams), present day politics (Refugees), and every day fun (messing). Examiners commented on the huge disparity of marks awarded in this section with attempts ranging from very poor to excellent.

Section 3: Functional Writing

In this section the letter of complaint was the most popular choice. Candidates were very comfortable with the letter format and as a result scored high marks – often a grade higher than their score on the Personal Writing section.

Answers to option B, the debate, were too short and lacked development. Some candidates may have forfeited a higher grade in the examination by their choice of topic in this section.

Section 4: Fiction

Examiners described the candidates' response to Section 4 as “very good”. The extract engaged candidates of every ability. As a result this section presented candidates with a good opportunity to gain marks and to demonstrate their understanding of the text.

Section 5: Drama

Examiners described candidates' response to Section 5: Drama as "good". The retrieval of information was, generally, very good. In a number of instances, there was a poor understanding of what was being required in questions C and D and, therefore, answers here were somewhat vague. In question E, examiners noted candidates' positive response to the three prompts.

Section 6: Poetry

This section was popular with candidates but proved quite difficult for many of those who attempted it. Responses to question B - how the speaker felt about the country he/she was forced to leave - were confused, and many candidates found it difficult to answer question D, which was focused on stanza three, and asked for a description of the speaker's feelings.

Seamus Heaney continues to be the most frequently selected poet in responses to question E.

Section 7: Media Studies

This section was very well presented and clearly assessed the candidates' ability to read, interpret and analyse specific aspects of mass media (visual images, captions, and text). The section elicited a good response from candidates who chose it. Many candidates used their artistic abilities to design excellent posters and were inventive in their choice of slogan.

2.4 CONCLUSIONS

- Examiners commented positively on the layout of the paper, the suitability of the wording of questions, the allocation of time, and the distribution of marks.
- The majority of candidates completed the examination fully.
- The general standard of answering was good and candidates were rewarded for their efforts.
- Candidates performed particularly well in Section 1: Reading and Section 4: Fiction. The mark achieved in Section 3: Functional Writing resulted from the option chosen by the candidate.
- In Sections 4, 5 and 6 candidates lost marks in item E by not developing their answers or by answering the question in only a very general way, or by omitting it altogether.

2.5 RECOMMENDATIONS TO TEACHERS AND STUDENTS

- Candidates should be familiar with the terminology necessary to understand and answer questions on Fiction, Drama and Media Studies.
- Further emphasis should be placed on examination technique, such as taking account of the relationship between length of answer and mark allocation in questions.
- Higher achieving candidates especially, should be discouraged from answering an extra section, as this may lessen their chance of attaining a higher grade in the examination.

Junior Certificate Examination 2003

Ordinary Level

EXEMPLAR MATERIAL

The following is a selection of exemplar material from scripts of candidates who sat the Junior Certificate Ordinary Level English Paper, 2003.

These exemplars should be read in conjunction with the Examination Paper and the Marking Scheme utilised for purposes of assessing candidates' answers.

The exemplars are reproduced as they were written.

Candidates' answers are typed in italics.

SECTION 1: READING

Question: B. The first of the 8 easy steps to a better environment tells us to “shop for the environment.”
Explain how this can be done.

Answer: *We can ‘shop for the environment’ by buying goods which have no packaging for example buy loose fruit and vegetables and also by goods with recycled packaging if they cannot be bought loose.*

Mark awarded: 10 ex 10

The candidate fulfilled the criteria for the awarding of marks in that he/she

- Identified cutting down on packaging
- Use recycled material

Question: B. The first of the 8 easy steps to a better environment tells us to “shop for the environment.”
Explain how this can be done.

Answer: *By buying new bins for our towns and city’s, more recycling bin and set up more tidy towns groups.)*

Mark Awarded: 6 ex 10

The candidate did not fulfil all the criteria for the awarding of marks in that he/she

- Did not accurately identify cutting down on packaging and buying goods and packaging that are made from recycled materials.

Question: E. Would this article concerning the dangers to our environment cause you to take notice and do something? Give reasons for your answer.

Answer: *This article would make me take notice and do something because pollution is a serious problem which the killing wild life and in some cases people and also making our countryside look untidy and dirty. It is also only because of lazy people who can't be bothered to walk a bit more to put their rubbish in the bin they just throw it behind them and someday them and their families will pay and consequences and so will the rest of the country.*

Mark awarded: **10 ex 10**

The candidate fulfilled the criteria for the awarding of marks in that his /her answer

- Expressed relevant reasons concerning the dangers to our environment for him/her to take notice and do something.

Question: **E. Would this article concerning the dangers to our environment cause you to take notice and do something? Give reasons for your answer.**

Answer: *'Yes' this Article I would take notice of because there are a lot of key points and facts like the 8 steps.*

Mark awarded: **4 ex 10**

The candidate did not fulfil the criteria for the awarding of marks in that he/she

- Did not identify and give reasons for taking notice and doing something concerning the dangers to our environment.

SECTION 2: PERSONAL WRITING

Question: **E. Write a story which at some point includes the sentence: "I was only messing - honestly!"**

Answer: *It was a normal Tuesday morning. I went to school. I hadn't a care in the world. I had all my homework done. I went to my first class as usual I was sitting there when a knock came at the door, our school housemaster said " can he be excused please". I walked down the corridor behind him.*

I had kind of guessed now that I was wanted by our headmaster, but for what? I was made stand outside the office door. I was thinking to myself what had I done lately I hadn't done anything bad, lately. I stood for about 5 minutes when I realised I could hear his voice, David my worst enemy. He was a big annoying english boy who talked rubbish non-stop all day. Then I realised I had called him fat the day before because he was sticking up for a boy who had previously hit a girl that I was friends with. The door opened. I had a funny feeling, a feeling that I might not be here for the rest of the week.

As the door opened David and his mother came out my headmaster shouted "get in here you", as I walked in he said " what's going on between you and that boy and don't lie to me" I said back to him, "I called him fat yesterday but I was only messing - honestly!". "That's always your story I was only messing". He made me sit down at his table and I told him the whole story about the other boy and why I called him fat but did he believe me? No!

I felt so mad, he was only doing this to me because I shouted at him because he was the only one who was sticking up for the other boy. At this stage I didn't care what happened. I just wanted to kill David. He told me to go and stand in the school reception, this was where I seen Trevor, he also had called David fat. I heard my headmaster shouting to the secretary "get his father on the phone.

I waited for about a half an hour when my father came in, by now I realised it was serious I was brought into the office with my father and all my headmaster said "I'm sorry but I'm suspending him for the rest of the week. I knew this was coming but I was still devastated.

My father told me to go back to class get my bag and get straight out into the car. I walked into class not aware of anything around me. I grapped my bag, everyone said goodbye and I walked out and slammed the door. I went and got into the car where my father was waiting for me and we drove off he said to me " you should be ashamed of yourself". (Exemplar 4)

**Mark
awarded:**

52 ex 60

The candidate fulfilled the criteria for awarding of marks in that he/she

- Displayed a good sense of the task set.

Question: F. Imagine that you are a refugee or an asylum seeker who has recently arrived in Ireland. Write about your impressions of Ireland and the Irish people, your experiences in this country, your fears and your hopes.

Answer: *I think Ireland is a lovely place and there is load of historical buildings. The towns are small enough . The people are nice and friendly. Most people say hello when yo meet them. I have experienced many different things and I have learned a bit of English since I came.The food is different hear and it is nice.I have been to most counties now. I am staying in a flat in Dublin with friends.I fear that people will make fun of me because of my colour. I hope that I will be safe in this country. I am hear a year now and I love it. I am going back next August. The weather is very wet compared to were I am from. I heard yeh have very bad summers hear. The highest is 15 or 16 degrees every day hear. At home it is 30 35 degrees.(Exemplar 1)*

Mark awarded: 28 ex 60

The candidate did not entirely fulfil the criteria for the awarding of marks in so far as his/her answer

- Described key impressions, experiences, in a very general way which showed a limited ability to write on the topic.
- Spelling and punctuation errors did not warrant penalties.

SECTION 3: FUNCTIONAL WRITING

Question: A. Look at Picture 8 on page 4 of Paper X. You are a resident in this locality and you are very upset by the dumping of all this rubbish.

Write a letter to your local county council or corporation.

In it, you should:

- describe the problem
- state your annoyance
- make suggestions for dealing with the situation.

Answer:

49 Sweetview,
Meath,
Co. Meath.
4 June 2003

Navan County Council,
Council Offices,
Courthouse,
Navan.

Dear Sir/ Madam,

I am writing to you on behalf of all my community about people who are dumping large amounts of waste in the field behind the council flats.

We are all very concerned about this because we live beside it mice and rats are finding their way into our garden and bringing rubbish with them. There is also a bad smell coming from this area and it is very dangerous as because of the nearby school. It is also beside a river which supplies the town with water. This area is a very untidy area and looks disgraceful to our area, and is also polluting the land and bringing all sorts of rodents to our area.

As because this land belongs to the council it is never checked and people seem to think that it is a free dump. If we were supplied with the right equipment the surrounding community would clean it up. We would all also like to see something useful done with the area that is a benefit to the locals.

I will leave this matter in your hands and would hope that something will be done in the next few weeks. If not we will be forced to take further action.

*Yours faithfully
Liam Coffey*

**Mark
awarded:** 60 ex 60

The candidate fulfilled the criteria for the awarding of marks in that his/her answer

- Displayed a good sense of the task set

Question: A. Look at Picture 8 on page 4 of Paper X. You are a resident in this locality and you are very upset by the dumping of all this rubbish.

Write a letter to your local county council or corporation.

In it, you should:

- describe the problem
- state your annoyance
- make suggestions for dealing with the situation.

Answer:

*Blackrock Road,
Kerry,
Co. Kerry.
4 June 2003*

Dear Sir/Madam

I wish to inform you about the amount of rubbish dumped in my locality. The rubbish has been setting their for the last six months and I'm writing this letter to you so you could clean it up. I would be most great-ful if you could do this for our area.

*Your sincerely
patrick Williams*

**Mark
awarded:** 25 ex 60

The candidate's answer did not wholly fulfil the criteria for the awarding of marks in that his/her answer

- Required fuller expansion, as prompted in the rubric, for full marks.

SECTION 4: FICTION

Question: B. What evidence do we have that Roger is not well cared for at home?

Answer: *Roger is not cared for well at home because obviously he had no money if he had to steal the woman's handbag, also it says that he is a very thin boy, this shows us that he is not well fed and also the fact that he was wandering the streets at night in the dark. In a normal family if the parents cared for the child they would not let them wander through the streets at night for anything to happen to him.*

Mark awarded: **10 ex 10**

The candidate fulfilled the criteria for the awarding of marks in that he/she

- Provided evidence elicited from the article that Roger was not well cared for at home.

Question: **B. What evidence do we have that Roger is not well cared for at home?**

Answer: *Roger is not well cared for at home because his face was all dirty and he was cheeky.*

Mark awarded: **5 ex 10**

The candidate's answer did not wholly fulfil the criteria for awarding of marks in that his/her answer

- Required a fuller expression of the candidate's relevant opinions, supported by appropriate evidence from the article.

Question: **C. Our impression of Mrs. Jones changes as we read this extract. How does she change?**

Answer: *Mrs Jones changes during the extract because at the start she is angry at the boy for trying to rob her. Then she starts talking to him and realises he is not looked after at home so she brings him to her house makes him wash his face and gives him his supper. (Exemplar 7)*

Mark awarded: **10 ex 10**

The candidate fulfilled the criteria for the awarding of marks in that he/she

- Showed an awareness of how our impression of Mrs. Jones changes as we read the extract.

Question: C. Our impression of Mrs. Jones changes as we read this extract. How does she change?

Answer: *She becomes more sarcastic and more helpful towards the boy by cleaning him and feeding him.*

Mark awarded: 5 ex 10

The candidate did not fulfil the criteria for awarding marks in that he/she

- Did not accurately identify how Mrs. Jones changes

SECTION 5: DRAMA

Question: A. “You refused to carry it.” (Part 2)
Why did Hally refuse to carry the kite?

Answer: *Hally refused to carry the kite because it looked like Tomato box wood and brown paper! Flour and water for glue! and 2 of his mother stockings for a tail and he didn't want other kids to see him with it.*

Mark awarded: 10 ex 10

The candidate fulfilled the criteria for the awarding of marks in that he/she

- Recalled and comprehensively described why Hally refused to carry the kite.

Question: A. “You refused to carry it” (Part 2)
Why did Hally refuse to carry the kite?

Answer: *She didnt want to look silly in front of all the other children as they where going to fly the kite on top of the hill. (Exemplar 6)*

Mark awarded: 7 ex 10

The candidate's answer did not completely fulfil the criteria for the answering of marks in so far as his/her answer

- Gave a general outline of why Hally refused to carry the kite
- Spelling and punctuation errors did not warrant penalties

Question: **D. How would you describe Sam's character? What does he say or do in this extract which leads you to your opinion of him?**

Answer: *I think Sam would be very determined and very hopeful because he made the kite out of old scraps and glued it with flour and water it still worked well. And also I think he is the kind of person who thinks he is always right, the way in which he is making hally tell him what happened even though he was there he wants hally to tell him that he was right all along and that he knew the kite would fly.*

Mark awarded: 10 ex 10

The candidate fulfilled the criteria for awarding of marks in that he/she

- Expressed relevant opinions in describing Sam's character

Question: **D. How would you describe Sam's character? What does he say or do in this extract which leads you to your opinion of him?**

Answer: *Sam character I think is a lazy grumpy person as he wouldn't carry the kite.)*

Mark Awarded: 2 ex 10

The candidate did not fulfil the criteria for awarding of marks in that he/she

- Expressed opinion of Sam's character but did not show an understanding of the task set

SECTION 6: POETRY

Question: B. How does the speaker feel about the country he/she has been forced to leave?

Answer: *He feels that his country was unfair to him for making him leave and he gets sad when he sees his country on an Atlas and hes sad because he cannot go back to his country.)*

Mark awarded: 10 ex 10

The candidate fulfilled the criteria for the awarding of marks in that he/she

- Accurately described the speaker's feelings about the country he/she has been forced to leave.

Question: B. How does the speaker feel about the country he/she has been forced to leave?

Answer: *He/she dos'nt mind the country they were forced to leave.*

Mark awarded: 1 ex 10

The candidate did not fulfil the criteria for the awarding of marks in that he/she

- Did not relate how the speaker felt about the country he/she has been forced to leave

SECTION 7: MEDIA STUDIES

Question: A. Stop it.... don't drop it! (Picture 3, Page 1) is a slogan.

Examine the slogans on all four anti-litter posters on Page 1. Which is the best slogan? Say why you think it is the best.

Answer: *I think slogan (2) is the best, because it shows the world crumpled up and dropping into a bin. I think this is very good because it is an exaggeration of what could happen if we don't stop Littering. (Exemplar 2)*

Mark awarded: **10 ex 10**

The candidate fulfilled the criteria for the awarding of marks in so far as his/her answer

- Identified the best slogan for him/her, and stated why it is the best

Question: **A. Stop it don't drop it! (Picture 3, Page 1) is a slogan.**

Examine the slogans on all four anti-litter posters on Page 1. Which is the best slogan? Say why you think it is the best.

Answer: *I think No. 3 is the best as it shows all the people who may have helped in the campaign.*

Mark awarded: **4 ex 10**

The candidate did not wholly fulfil the criteria for the awarding of marks in that he/she

- Did not comprehensively state why it is the best slogan

JUNIOR CERTIFICATE ENGLISH 2003

HIGHER LEVEL

3.1 INTRODUCTION

Junior Certificate English, in its present form, was introduced by means of a new syllabus in 1989 and first examined in 1992. It was offered at 3 levels, Higher, Ordinary and Foundation. Approximately 50% of the entire student cohort undertook the Higher level in that year, a figure which has risen to approximately 62% in the current year.

Examiners express concern at this high uptake and draw attention to the fact that at least some of the candidates attempting this level find themselves unable to meet the demands of the examination questions and might be best advised to take the examination at the Ordinary Level. In the in-service programme, which took place on the introduction of the new English Junior Certificate syllabus, teachers were strongly encouraged to guide and advise their students in this regard.

Junior Certificate Higher Level English is presented for examination as 2 papers each carrying equal marks (180 marks per paper) and equal time, 2.5 hours per paper. The option of a school based oral examination conducted by the students' own teachers, worth 40 marks, remains in place, but no students availed of this option in the current year.

Numbers of candidates taking the 3 levels of Junior Certificate English

| Year | 2000 | | 2001 | | 2002 | | 2003 | |
|------------|-------|---------|-------|---------|-------|---------|-------|-------|
| Higher | 37548 | 62.13% | 36875 | 61.98% | 36973 | 62.05% | 37023 | 62.9% |
| Ordinary | 20480 | 33.89% | 20240 | 34.02% | 19811 | 33.25% | 19076 | 32.4% |
| Foundation | 2411 | 3.99% | 2380 | 4.00% | 2806 | 4.71% | 2792 | 4.7% |
| | | | | | | | | |
| Totals | 60439 | 100.00% | 59495 | 100.00% | 59590 | 100.00% | 58891 | 100% |

Table 1

3.2 PERFORMANCE OF CANDIDATES

Performance of Candidates achieving each grade, by percentage

| | A | B | C | D | E | F | N/G |
|------|-----|------|------|------|-----|-----|-----|
| 2000 | 6 | 24.3 | 40.9 | 26.2 | 2.5 | 0.1 | 0 |
| 2001 | 6.2 | 24.4 | 41.6 | 25.4 | 2.2 | 0.1 | 0 |
| 2002 | 6.7 | 27.4 | 42.4 | 21.9 | 1.5 | 0.1 | 0 |
| 2003 | 7.9 | 29 | 41 | 20.5 | 1.5 | 0.1 | 0 |

Table 2

The 2003 Junior Certificate Higher Level English paper had a breadth and balance of questions accommodating the wide range of the student cohort undertaking it. The use of open questioning throughout the paper invited broad responses, although a significant number of students failed to respond to the challenge of exploring questions fully for the purpose of expressing breadth of learning and depth of understanding. In general, though, it was impressive to see the competence and skill which many candidates demonstrated when challenged by searching questions.

At the lower end of the scale candidates' answering was characterised by mediocre expression, poor use of conventions, absence of insight and seriously underdeveloped responses. There was significant lack of personal input and heavy dependence on prepared or rote answering.

The emergence of the mobile phone, and the accompanying rise of text messaging as a popular means of communication, have had a clear impact on standards of written English. Expertise in text messaging and email has affected spelling and punctuation. Text messaging, in particular, seems to transfer into formal writing in the form of phonetic spelling and haphazard, or nonexistent, punctuation. There is now a tendency to ignore capital letters and full stops, and to modify spelling ("hi c u l8tr") throughout a text. A significant number of students seem unaware that modifications of this kind depend on the sender's and receiver's shared knowledge of the code in which the message is sent and, as such, is unsuitable for general use in addressing a wider audience. However, there were also occasions when this style of writing was used in a considered and deliberate way by candidates with good command of language. In that context it was often effective.

In summary, the quality of answering ranged widely. Of continuing concern is the general disregard for the conventions of spelling and punctuation. Spelling errors were common. Punctuation was often used in a naïve and haphazard manner and, on occasions, there was no punctuation at all. In fact, only a small number of candidates demonstrated the ability to punctuate effectively. The semi-colon and colon were virtually ignored – even when they might have been used effectively. The exclamation and question marks,

while more dependably used, were often omitted through neglect. It was clear that too many candidates were using ‘text spelling’ in ignorance of the standard spelling of words. Students need to be made aware that grammar and punctuation help to enable the delivery of nuance and subtlety in effective writing.

The Junior Certificate English Syllabus stresses the importance of the three literacies and candidates need to be taught and practiced in each of these before sitting this examination. The frequent reliance on unduly short and repetitive sentences, simple tenses and a limited vocabulary indicated inadequate development in personal literacy – one of the core aims of the English syllabus. Personal literacy can only be achieved when students have had a broad experience of style and genre coupled with much practice in writing. Similarly, the candidate should have developed awareness through experience and practice of the other core aims of social and cultural literacy. All too often, this did not seem to be the case. In sections such as Functional Writing candidates are expected to compose and express their ideas in a style or genre appropriate to their purpose. Good layout, sentence structure and paragraphing are all functions of this purpose. These are best acquired through studying good exemplars and having frequent practice in the craft of writing.

3.3 ANALYSIS OF CANDIDATE PERFORMANCE

PAPER 1

Section 1: Reading

40 Marks

The reading passage from a memoir of Cyril Kelly was particularly well chosen. It was a passage rich in detail, graphic in description and evocative in style. It proved accessible to candidates of all abilities and stimulated some very good answering at the upper end of the range.

The most common defect in answering lay in the failure to exploit the text. Better answering was characterised by a concise understanding of the questions and the ability to edit the passage in an appropriate manner.

Q.1 *Master McMahon wants the boys to make him, "Taste the flavour of vanilla from his story." What kind of writing is he trying to encourage from his pupils when he says this? Explain your answer.*

Candidates had little problem with engaging this question, which worked well as an opener for the other questions to follow. Weaker answers focused on a few random details, usually simple facts taken from the passage. Better answers dealt not only with the image given in the question but went on to provide a well-argued analysis of the text.

Q.2 *The writer uses many attractive images in his writing. Pick out one that you particularly enjoyed and say why you liked it.*

This question was also well answered in the main. Better answers featured a well-chosen image, well explained and interpreted by the candidate. Weaker answers tended to list images and gave minimal indication of personal response.

Q.3 *In this passage Cyril Kelly recalls an incident from his childhood. Do you think he is a good storyteller? Support your answer with reference to the text.*

Being the final question this provided a good challenge and test of candidates' ability. Better answers provided a comprehensive response characterised by clear statement, good supporting reference to text and personal response. Weaker candidates tended to confuse Mr McMahon with Cyril Kelly.

Section 2: Personal Writing

70 Marks

The personal writing section allows candidates their best opportunity for a creative and personal response. As is the case every year some candidates demonstrated marvellous ability in their imaginative and stylish writing. They will hopefully share their literary talents with a wider readership in the future. Weaker answering was characterised by monotonous narrative, unrelieved by variations of pace or emphasis.

The range of titles drew a good spread of responses though some titles were, inevitably, preferred. Choices are identified below.

1. It's a weird and wonderful world.

This title drew a good range of responses and was well answered in the main. The range and diversity of student answering was indicative of the creative and imaginative diversity of the student cohort.

2. The motion for your next debate is: "Irish people do not make foreigners feel welcome." Write the speech you would make for or against the motion.

Titles inviting candidates to write a speech are rarely attempted by the majority and this year was no exception. Of those who did attempt this option the quality of writing was often very good. It seemed evident that the writers had had experience of speechmaking and this was apparent in their use of a rhetorical style with appropriate idiom and register.

3. You have had a serious argument with a friend. You want to make up. Write the dialogue that takes place between you.

This was a less popular choice. Candidates attempting to write dialogue appeared to have difficulty settling on a style which would combine the dramatic nature of dialogue with appropriate language and syntax. On the evidence of work submitted, it would seem that few candidates had practiced this particular genre.

4. Look at the picture on Page 1 of Paper X (a man running in an alley) which accompanies this paper and write a composition inspired by it. You should give the composition a title of your choice.

A very popular choice, the enigmatic picture provided ample stimulus for some very good writing. The dramatic narrative with tensions and climax would appear to be the most preferred writing genre for contemporary students and features

traits of good writing, language and form, seemed to be most evident in responses to this title.

5. A summer's evening.

A popular title though one which often prompted the predictable: detailed descriptions of summer's evenings, often combined with barbecues! Students could be challenged to mint more telling accounts from daily reality.

6. Your friend's parents invited you to go to Disneyland in Florida with them. Your parents allowed you to go, but said you must pay for your own airline ticket. Tell the story of how you raised the money.

This was also a popular title though there was a tendency for candidates to narrate a litany of fundraising activities without much attention to the high or low points of these activities. Better answers were characterized by attempts to develop characters and narrative structure.

7. The Time Machine.

This was one of the most popular titles. Though many answers were inspired by popular stories involving time machines there were still very fine examples of imaginative and original story telling.

8. I wish I could live that day again.

This was also a very popular title but one which frequently involved sentimental stories. The tendency was for answers to be written from a narrow and extreme range of emotion, as characters careered through turmoil. Better responses were able to develop characters within an emotional continuum which made for plausibility and reader interest.

Section 3: Functional Writing

30 Marks

Good answering to this section was characterized by the balance between content, expression and style. Functional writing is an acquired skill which must be taught and learned. This section allows assessment of the syllabus requirement that candidates show competence in social literacy. While answering was broadly satisfactory there are continuing grounds for concern about the ability of candidates to write well in a variety of specific functional styles. Candidates should have the opportunity during their study of the Junior Certificate English course for frequent practice in a variety of formal styles.

1. **Write a speech to be delivered to your classmates, giving your views on how books help to open up the world for people.**

This was the less popular of the two choices. Much of the difficulty with answering would seem to arise from a lack of familiarity, on the candidate's part, with the experience and craft of making speeches. Answering too often read well enough as a piece of writing but did not engage or persuade as a text for the spoken word. Better candidates showed awareness of the rhetorical style and spoken idiom.

2. **Imagine the girl in the picture is your pen pal. Write a letter telling her about a good book you have enjoyed recently.**

This was the more popular choice. The picture stimulus, a young African girl beside an old man, perhaps her grandfather, worked well and provided adequate opportunity for engagement with the task. In the weaker range of answering candidates evidenced difficulties with letter layout and also with the syntax, register and idiom appropriate to the task. Better answers often sketched in the character of the girl in the picture and then addressed a coherent and comprehensive letter to her.

Section 4: Media Studies

40 Marks

The Media Studies section invites the candidate to critically analyse, interpret and respond to different examples of Media presentations. This year's questions featured a parody of an advertisement for a mobile phone.

As noted in other sections, candidates were prone to several broad weaknesses. Many answers were no more than cut and paste extracts from the pictures and words given on the Paper X. The supplied text was generally inadequately exploited for quotation and / or reference.

- 1 Is there anything about the advertisement that suggests to you that it might be a "spoof" or a parody of a genuine advertisement? Give reasons for your answer.**

Parody is a difficult concept which presumes an understanding of the chosen form to be parodied. The terms 'spoof' and 'parody' appeared to puzzle many candidates, even those who demonstrated ability and competence elsewhere in this section in their answering. Nevertheless, many answers did engage with the idea of the advertisement as ridiculous or 'over the top'.

- 2. What features of a genuine advertisement can you identify in it?**

This question proved an effective discriminator in identifying candidates who had been well taught and who understood the technicalities of advertising in general and of this advertisement in particular. Better answers included clear statements of points with well-chosen examples from the text.

- 3. Rewrite the text which describes the "Conch 35Z Wavecrasher" so that it reads like a proper advertisement for a mobile phone.**

This question proved confusing for many candidates. While the task set was a simple one many answers lacked coherence.

PAPER 2

Section 1: Drama

60 Marks

Candidates answering the drama section are expected to interpret the word ‘play’ as either a stage-play or screen-play. Drama is performance Art. Drama lives on the stage or screen when it is performed. The text, the ‘book’, is a record of the words and directions for the performance of the play. Students, therefore, are expected to understand the play as a work which comes alive in performance. Awareness of stagecraft is always commendable and is rewarded where appropriately used in answering. Well prepared candidates will bring their experience of performed drama to their answering.

This year both extracts, ‘Shakespearean’ and ‘Other Drama’, proved popular in terms of numbers of candidates attempting them though the latter option continues to prove the more popular of the two. As unseen extracts the presumption is that the candidates will not have seen them prior to reading them on the examination paper. Candidates are rewarded for their ability to exploit the text provided in the extract. Better answering is characterised by the ability of candidates to understand, analyse and respond to the text by means of the set questions.

(A) Shakespearean Drama - ‘As You Like It’

The general standard of answering was satisfactory. However, a significant number of candidates attempted all three options in Question One on the Shakespearean Drama, where the rubric required only two of the three to be attempted. While candidates are not penalised for attempting all three questions their work must suffer on the basis that they could have done a better job by dividing their time and attention across only two questions.

Q1. From your reading of this extract describe the character of Duke Frederick. 15 marks

This extract was very accessible and the question did not pose any problems. Answers were generally very good. Candidates had little difficulty in identifying relevant traits of character such as wickedness, treachery, ruthlessness and so on from the extract.

Q2. What kind of relationship is evident between Celia and Rosalind in this extract? Support your answer by reference to the text. 15 marks

The extract offered less material to support answering to this question. Candidates would have had to work harder to develop their responses. Nonetheless, this was a popular choice and the predictable character traits of lovingness and closeness were regularly

discovered. Weaker answering tended to repeat the same points. Better answering provided a coherent, developed analysis of character traits.

Q.3 Write the scene which you imagine took place between Rosalind and Celia immediately after the above extract. Use appropriate dialogue and stage directions in answering. 15 Marks

This was the least popular of the three questions but, where attempted, was answered very well. Candidates were probably deterred by the novelty of this question but they need not have worried.

(B) Other Drama - 'The Crazy Wall'

This drama option proved to be more popular than the Shakespearean option and was most popular with those who answered on a non-Shakespearean play from their coursework study. Three questions were offered on the extract from which students were required to answer any two. All questions carried equal marks.

Q1. What kind of relationship is evident between Lelum and his mother? Support your answer by reference to the extract. 15 Marks

This question proved the most popular in the 'Other Drama' section and was generally very well answered (similar to the first question in the Shakespearean section). The relationship was well described and points made were well supported from the text.

Q2. Describe the kind of person you expect Lelum's father to be. In your answer you should refer to his father's appearance and personality. 15 Marks

Answering to this question was somewhat weaker. Many candidates failed to do justice to the double aspect of this question (appearance and personality), frequently dealing with one or the other in unequal measure. Some candidates found it difficult to ground their answer in the text.

Q3. Write the scene which you imagine took place between Lelum and his father when Lelum told him of his wish to be an actor. Use appropriate dialogue and stage directions in answering. 15 Marks

As with question 3 in Shakespearean Drama this question was the one most often omitted. However, those who did attempt it did well. Again, perhaps the novelty of a question tackling drama as performance and its position as question 3 may have caused candidates to ignore it. Some who chose this option really entered into the spirit of the

question by transposing the new scene into ‘Ye Olde Elizabethan English’ – as Shakespeare himself might have penned it!

Question 2. Studied Drama

In this section candidates are required to answer on a text which they have studied as part of their coursework. They may use either a Shakespearean or modern text in response to either of the two questions on offer. Question 1 was far more popular than question 2.

Q.1(a) Choose a relationship from a play you have studied. Outline how this relationship develops throughout the play. 15 Marks

Candidates generally chose suitable “pairs” from their chosen plays (e.g., Shylock / Antonio, Romeo / Juliet, Brutus / Cassius, Bull McCabe / Tadhg) and answered well. There was a tendency to pay insufficient attention to the developmental aspect of the relationship between the pairs. Similarly some candidates dwelt unduly on one character of the pair. Weaker answering was often characterised by tracts of plot and character summary. Such answering suggested rote learning at the expense of critical engagement of the studied text and the question on the examination paper.

Q.1(b) Which of the characters in the relationship made the most impact on you? Give reasons for your answer, making reference to the play. 15 Marks

This part of question 1 was not as well answered. The vast majority of candidates correctly chose a character from the relationship in question 1 but many had some difficulty with the interpretation of the concept of “impact” in the question. Clearly the question invited the candidate’s personal response but many chose instead to write about the impact of the character within the play rather than on the reader or member of the audience.

Despite the clear indication on the examination paper that both questions 1(a) and 1(b) were worth 15 marks many students wrote much less on 1(b). Some dismissed 1(b) in a few lines, as if it were simply an unimportant addendum to 1(a). Marks on the examination paper indicate the priority of the questions. Equal marks should suggest to the candidate that the questions concerned should be answered with equal attention, depth and care.

Q.2(a) Select a play you have studied. What did you learn about the world the characters of the play lived in? Support your answer by reference to the play.
20 Marks

Judging from the difficulties evidenced in candidates' answering, and from the smaller number of candidates attempting it, Question 2 proved much more difficult than Question 1.

Many candidates seemed to be uncertain about the phrase "the world the characters of the play lived in." Although many answers did produce reasonable descriptions of the worlds of the plays, for example Venice and Belmont in 'The Merchant of Venice' or the tight rural community in 'The Field', they often lacked analysis. Rarely did anyone focus on more important elements such as social groups, ethnic interactions, judicial and common law systems and such like.

Q.2(b) Did you like or dislike this world? Give reasons for your answer, making reference to the play.
10 Marks

Answering to question 2(b) depended for its success on the quality of answering to question 2(a). Having failed to come to grips with the idea of "world" in question 2(a) many candidates had a poor basis on which to respond to question 2(b). The result was, in most cases, very short answering containing very limited supporting reference or quotation.

The marking scheme stipulated 20 + 10, unlike question 1, but few candidates presented enough relevant material for full marks in question 2.

Section 2: Poetry

60 Marks

The unseen poem on the paper, 'Space Shot' by Gareth Owen, proved an accessible and popular choice, and answering was generally good

Unseen Poem

- Q.1 You are one of the “watchers by the fence” looking at this spectacle. Describe, in your own words, what you see and outline your thoughts and feelings at the time. 15 Marks**

Candidates' answers showed good understanding and appreciation of the poem. They realised that the question invited personal response and rose to the challenge. Vivid imagination was frequently in evidence. A familiar difficulty arose from the phrasing of the question, which asked candidates to write about what they saw as well as the thoughts and feelings that this sight evoked in them. Weaker answering, however, did not deal equally with both parts of the question (“what you see” / “thoughts and feelings”) and typically dealt with one far more than the other. This is quite a common feature of weaker answering - ignoring or downgrading the second part of a question. Better answering manifests the candidate's ability to grasp the implications of the full question and then to construct a well argued response with relevant textual reference.

- Q.2 Do you think Gareth Owen is a poet you would like to read more of? Based on the evidence from this poem, give reasons for your answer. 15 Marks**

Question 2 was not as well answered as question 1 perhaps because it does present a more difficult task. In the majority of cases it was clear that students had been taught how to deal with such a question and responded predictably with answers like, “I like this poem because ...”. Better students wrote developed, considered responses rooted in the text. Weaker, but diligent, candidates found it difficult to go beyond the usual ritual of listing techniques such as simile, metaphor or alliteration. They knew the terms but could not apply them meaningfully. Their answers lacked coherence and were shallowly peppered with unlinked technical terms.

Question 2: Studied Poetry

“Poetry can tell us what human beings are” – Maya Angelou.

- Q.1(a) Select a poem you have studied which deals with a human being. Outline the picture you get of this person from the poem. 15 Marks**

The quotation from Maya Angelou set the context for the questions to follow. Candidates were not required to refer to the quotation in their answers. They could select

the writer and/or narrator of the poem, or a person described by the poet, as the human being referred to in the question.

Outlining the picture proved difficult for many candidates. Often the picture, as presented in answering, emerged dimly from a simple synopsis of the chosen poem. As usual, better answering focused on the requirements of the question and thus merited higher marking.

Q.1(b) How has the poet created this picture? Support your answer by reference to or quotation from the poem you have studied. 15 Marks

Question 1(b) proved more difficult to candidates than question 1(a). Questions beginning with “How?” seem to be more demanding at this level – indeed at any level. Weaker answering often resorted to mere repetition of question 1(a) and slipped into simple summary of the poem itself. Other answers optimistically sprayed technical terms in the general direction of the question and hoped for the best. Many candidates seem unaware that such uncritical listing of terminology does not demonstrate understanding, analysis or personal response to the studied text. Better answering met and exceeded these criteria.

Q.2(a) Select a poem you have studied where imagery is very powerful. What, for you, was the message of this poem? 15 Marks

Since the marking scheme was liberal in its interpretation of the concept of “message” many candidates did well here. However, most difficulties in answering centred on the lack of development. Some candidates had more difficulty in interpreting the message of their chosen poem. Perhaps they had studied a limited range of poetry which gave them insufficient material from which to draw on when responding to this question.

Q.2(b) Describe how the imagery helped to develop this message. Support your answer by reference to or quotation from the poem you have studied. 15 Marks

Candidates were expected to attempt to show links between images and message in their answering. Imagery is a much-studied aspect of Junior Certificate poetry. Consequently, diligent students were able to discuss the incidence of imagery in their chosen poem at considerable length. As usual, some responded in formulaic terms, listing rather than discussing the notions behind the terms. Linking the imagery to the development of the poetic theme or message was demanding. It proved particularly difficult for those who had chosen a poem which did not have a strong message. For instance, those candidates who chose Owen’s “Dulce et decorum est” might have found it much easier to link the imagery with the strong message than did those who chose Wordsworth’s “The Daffodils”.

Section 3: Fiction

60 Marks

Question 1: Supplied Text

In this section candidates were required to answer any 2 of the 3 questions provided.

Q.1-1 Why does Anthony dislike his holiday job in the market so much? Support your answer by reference to the extract.

15 marks

The reading passage was an extract from, 'The Pupil' by Caro Fraser, and it presented few difficulties to candidates. Answering to question 1 yielded high marks in almost all cases.

Q.1-2 If you were to choose to be friendly with either Anthony or Len, which of the two would you choose and why? Support your answer by reference to the extract.

15 marks

This question was also very well answered. Generally, points made by candidates in their answering were clear and well supported from the text.

Q.1-3 Do you think the writer of the above extract brings the London market to life? Support your answer by reference to the extract.

15 marks

This question was the least popular of the three options but there were some excellent answers from candidates who had been well taught about style and technique. Weaker answering often featured the quoting of large chunks of text from the extract, with little or no comment. In the absence of any effort to interpret the writer's skill or style, such answering merited lower marking.

Question 2: Studied Fiction

In this section candidates were offered a choice of two questions from which to answer one. Each question offered the option of selecting either a novel or a short story as the subject of the answer. The vast majority of candidates chose a novel, rather than a short story.

In terms of the answers supplied by candidates, question 2 seemed to prove more difficult than question 1.

Q.2-1 You have been asked to recommend for an award a novel or short story which you have studied. Write to the panel of judges recommending your chosen novel or short story.

Some of the following prompts may help you in structuring your answer.

- **Story and plot outline (brief).**
- **Interesting content / theme.**
- **Characterisation.**
- **Opening / Ending.**
- **Words and images.**
- **Style of writing, etc.**

30 Marks

Candidates showed, for the most part, a good knowledge of their chosen texts. Better answering featured good use of the bulleted prompts supplied in the question and presented a strong case to the panel of judges. Weaker answering was marred by an inability to make profitable use of the prompts, and frequently degenerated into general summary, thus making it hard to judge the extent to which the answer was stimulated by the question rather than being transcribed from rote learning.

Q.2-2 Choose a novel or short story you have studied where a particular mood or atmosphere is created.

(a) Describe the mood or atmosphere

15 Marks

This question required candidates to address aspects of the written style of their chosen text, a novel or short story. Weaker answering suggested that candidates found the phrase, ‘mood or atmosphere’ difficult to handle. Consequently, the term was frequently loosely applied as, for example, by reference to “an atmosphere of racism” in Harper Lee’s novel, ‘To Kill a Mockingbird’. Such answering usually failed to produce developed commentary with supporting reference. Better answering was more specific in its identification of a specific mood or atmosphere - tension in the courtroom episode where Tom Robinson is being tried, for example. It also included detailed reference to the text in support of argument.

Q.2-2(b) How does the writer create this mood or atmosphere? Support your answer by reference or quotation.

15 Marks

Question 2(b) was contingent on a good understanding of question 2(a) for its success. Candidates who had failed in 2(a) to identify a good example of atmosphere/mood found 2(b) extreme difficulty.

Once again some candidates apparently paid less attention to the second half of this two-part question. Perhaps it was the clock forcing a hasty conclusion. Perhaps some failed to identify that both questions were equally important. Better answering, of which there were many examples, featured clear identification of traits of the chosen writer’s style, well discussed and supported by relevant reference to the text.

3.4 CONCLUSIONS

- The paper presented a fair test of ability and achievement in language and literature.
- The range and quality of answering showed that candidates responded well to the challenge of the paper.
- The good results in high-grade ranges indicated the considerable competence and ability of students in that sector.
- Weak answering in the lower grades suggests that a minority of candidates struggled to meet the minimum requirements of a D grade at this level. Teachers would be advised to consider the ability and motivation of their students when entering this examination level and to counsel them accordingly.
- There are ample grounds for continuing concern about the technical proficiency of many candidates' literacy skills and their ability to write a basic critique of literature. These are issues of personal, social and cultural literacy in terms of the syllabus objectives.

Teachers should revisit the Department of Education and Science (DES) website to access copies of the Junior Certificate English Syllabus and Guideline documents. These can be accessed at: www.gov.ie, following the links to Department of Education and Science / Curriculum and Syllabus Guides. Past exam papers, marking schemes and chief examiner's reports can be accessed at the website of the State Examinations Commission at: <http://www.examinations.ie/>

3.5 RECOMMENDATIONS TO TEACHERS AND STUDENTS

3.5.1 Recommendations to Teachers

- The syllabus for Junior Certificate Higher Course English details the scope, breadth and balance of the intended teaching programme. It is essential that teachers should (re) familiarise themselves with this document which is now easily accessible on the Internet.
- There is clear evidence from the answering of candidates that a reduced syllabus, based around a small core of texts, is being taught in some classrooms. The purpose of the syllabus is to inform and guide the education of the student in the subject English. The purpose of the examination is to assess students' educational accomplishment in the subject in terms of their personal, social and cultural literacy. It is unfortunate to witness the syllabus being edited down to a minimum exam-focused path, featuring a very short list of too familiar texts to the detriment of the student's broader education. The Junior Certificate syllabus for the subject English allows teachers considerable freedom in their choice of texts and also in their approach to the development of the teaching programme. This freedom should be fully enjoyed by both student and teacher.
- The fundamental conventions of English - grammar, spelling, punctuation and syntax - are a cause for serious ongoing concern. Urgent attention needs to be directed to teaching and practising these basic elements of the language.
- There is evidence from paper one that candidates are not as proficient at personal expression through writing as they should be. Good writing is the result of frequent practice in a range of styles and genres. Frequent writing practice is essential to the successful fulfilment of the aims of the Junior Certificate English Syllabus.
- Students should also have sufficient opportunity to develop a full range of language skills - oral, aural and written - in the course of their Junior Cycle English programme.
- Stylistic aspects of English - register, idiom and genre - are important. These need to be taught and practised throughout the teaching programme.
- Students need to be introduced to the examination paper and its rubrics. Each year a worrying minority of students squander their opportunity by failing to adhere to the instructions on the paper. Answering several mutually exclusive options is not consistent with good examination technique. Time management, as an examination technique, is worth teaching.

- The examination is not an end in itself. It is an assessment of accomplishment. The focus of teaching should be clearly on the education of the student rather than on mere examination success. If the former is the focus of teaching, success in the latter will be assured.

3.5.2 Recommendations to Students

For most students English is their native tongue and can lead to the mistaken assumption that to speak the language is to be good enough at the language. Acquiring competence in the language and its literature requires effort and practice. This means taking time to read, to write and, above all, to use the language in a wide variety of contexts. Perhaps this can be put more simply as a number of suggestions for improving language and literature skills:

- Listen to the language in as many and different ways as you can. Radio is particularly good for this as you have to listen and concentrate on the language to understand what is going on. It makes you use your imagination to illustrate the discussion. Radio is just like television, only better, because the pictures are your own and they are in your head.
- Speak the language. Talk to people, take time to converse. Get involved in speaking activities such as public speaking, debating or drama as a means of improving your spoken words.
- Read, widely, enjoyably and often. Read a daily paper, free if you call into your local library. Read magazines, books and even instruction sheets that come with appliances, gizmos and gadgets. Enjoy the language; savour the styles of different writers.
- Write daily, rewrite often: write drafts and edit them before producing a final version. A good written style is usually the result of lots of practice. Do the practice to acquire the style.
- Grammar matters. Take time to learn the rules of the language. Ask your teacher to explain points of grammar which puzzle you. English is a complex and sophisticated language. Its grammar is extensive. For example, tenses can be used to great effect to add subtle clarity to your writing. You don't have to be stuck with three simple tenses, present, past and future. You can and you should range more widely. You deserve excellence in English.
- Spelling and punctuation also matter. Texting is fine but only for the mobile phone. Written English requires more. Good spelling and well-used punctuation add clarity and precision to your writing. It is worth the effort to learn and to get it right.

- Examinations are a necessary part of the learning process. In English, prepare for them by reading widely from within your syllabus. Practice often, especially in writing. Write in a variety of styles and to suit different contexts.
- Read instructions closely, especially when associated with examination questions. Answer questions as they are written rather than writing down summaries and notes which you have learned off beforehand.
- Revise your work constantly – and especially when in an examination. Most people make mistakes. Smarter people revise and correct theirs.

Junior Certificate Examination 2003

Higher Level

EXEMPLAR MATERIAL

The following is a selection of exemplar material from scripts of candidates who sat the Junior Certificate Higher Level English Papers, 2003.

These exemplars should be read in conjunction with the Examination Papers and the Marking Scheme utilised for purposes of assessing candidates' answers.

The exemplars are reproduced as they were written.

Candidates' answers are typed in italics.

PAPER 1

Section 1: Reading

'Eating an Ice Cream Cone', by Cyril Kelly

Q.1

Extract from candidate's answer

I think the teacher Master McMahon wants the boys to use a vocabulary of descriptive language / words in their stories. The reason for this is perhaps the boys can learn new words to help them in their stories so that the reader which in this is the teacher will be restricted to have deep thoughts and not be easily bored and will hold his attention while reading them.

Comment

This answer starts well by identifying a key element, descriptive language, of good writing. The second sentence, with its flawed syntax, runs into confusion. Clearer writing, shorter sentences and explicit reference to the supplied text would have improved this answer. **It was marked at 6 ex 10, low grade C.**

Q.2

Extract from candidate's answer

I enjoyed the image, "the crumbling cone crackled in every inner here and brought more water to our teeth". I liked it because it shows how by eating the cone, how fresh and crunchy it is and that by watching the master eating it, it made the boys drool because they want the flavour.

Comment

This answer starts well by quoting a relevant image from the passage. The analysis of the image is reasonable but fails to exploit the language used. Difficulties with syntax and idiom also hamper clarity. **The answer was marked at 5 ex 10, borderline grade C.**

Q.3

Extract from candidate's answer

Cyril Kelly, in my opinion, is an excellent storyteller. His style of writing is very descriptive. He uses his five senses when writing this piece and his clever double meanings on some images make the story more gripping. He is a very colourful writer and he uses words very effectively. His attention to detail in his descriptions makes the

story come alive, for example when the master rolled up his sleeves and undid the strap of his watch. Images such as the swallows in the sky outside the classroom portray both his colourful phrases and his clever double meanings the author uses onomatopoeia in an effort to portray his images.

Comment

This answer starts well with a clear statement of one trait of good storytelling, descriptive writing. The candidate shows an understanding of the use of descriptive writing as well as referring to relevant phrases from the text. Nonetheless, the candidate failed to complete the answer by commenting on the textual references chosen.. **The answer was marked at 16 ex 20, a very good grade B.**

Section 2: Personal Writing

Essay title: 'The Time Machine'

Extract from candidate's answer

I was just an ordinary kid playing in my garden when a smooth black box landed on my lawn and my dad jumped out. He grabbed me and threw me in the box. I noticed the smell of smoke off his strange clothes and was surprised to see a young woman inside the box. She was fiddling with the control panel, pushing buttons and pulling levers. I turned as my dad got in and pulled the door shut behind him. It was then that I realised that my dad wasn't my dad!

Comment

This compelling paragraph opened a very good science fiction story which showed some influence from the film, 'The Matrix'. The narrative style is fluent and compelling. As an opening, the paragraph starts in the middle of the story, as it were, and draws the reader on into the heart of the story. **The essay achieved a good grade 'A'.**

Extract from candidate's answer

Hello. My name is Professor Kevin Leech. A couple of years ago and I invented a wonderful yet very dangerous invention. It was a time machine. It all started when I was trying to fix my toaster which had broke the night before. I started messing around with it. I don't know what happened next. I must have hit some switch or something because I was way back in time.

Comment

This paragraph opens another science fiction story and indicates some of the difficulties evident in the writing. The story, as narrated, was interesting. On the other hand uneven syntax, spelling errors and a lack of pace marred the overall effect. **The essay achieved a good 'D' grade.**

Essay title: 'It's a weird and wonderful world'

Extract from candidate's answer

Something had woken her up. Her eyes searched around the moonlit room for an answer. The silence, which had existed when she had gone to sleep, was no longer there. There was an extra noise in the room. That was it, the butterfly, caught in the spider's old trap. It struggled frantically to escape, flapping noisily.

She was relieved, that there was such an easy explanation for her awakening and settled back down to bed. Any fears which she had on the awakening disappeared.

Slowly, she got out of bed and went to the window. It was windy, and what had been a breeze, was now coming in gusts, whistling around the house.

On her way back to bed, she lit a candle stump, which sat beside her bed. She wondered how long it would last? Only time will tell.

Once back under the duvet, she realised the room was quite alive. The flickering candle gave dancing shadows the chance to leap on the ceiling, while the butterfly continued to follow his relentless struggle in the web. Meanwhile, to the increasing wind, howled, making the moonlit trees shudder. It also caused a dilapidated door somewhere in the house to creak.

Then lying in her bed with the blankets wrapped tightly around her, she thought of the damage death could do. She also thought of the good it could do. It was a long time since she had married, a long time since her husband had died. A long time she had been on her own. What a weird and wonderful world it was.

Death had aged her. Hardship and poverty, along with too many sorrows, had made her once youthful face age prematurely. She thought of her husband, who had died within months of their marriage. She thought of her stillborn daughter. She had looked forward to having the baby. She it would have been a part of her husband still alive. To hold disappointed and angry she had been when she lost them both to that cruel visitor-death.

Loneliness, surrounded her like a fog. She had nobody. Nobody to care. After all, she was only an old woman. All she had now was the butterfly, the wind, the creaking door and the dancing shadows. They too would soon be gone.

She looked at the clock. It was still only 1.30 am. Their hands on the clock seemed tired, worn out. They moved slowly, too slowly. Was this what it was like approaching death? It was wonderful as she was rejoicing with her loved ones why this weird way.

Her eyes fell on the rosary of beads which hung from her bed post. She reached for them and began to rhyme them off the prayers she learned as a child, all that time ago. She remembered her mother, teaching her hand to say those prayers. She had been such a

loving patient mother but death had also captured her. As she said the rosary, she wondered would she herself have been a good mother, but it was too late now.

While the wind continued to fall outside and the door continued to creak, it was as if the two sounds were working in harmony with each other-the wind howled, the door creaked. Meanwhile, the trapped butterfly was giving all the could in trying to escape. Its efforts were worthless, carries the sticky web had a firm grip on him. The shadows continued to dance, as the flame continued to flicker.

Her old fingers moved slowly from bead to you bead-her lips moving softly. The hands on the clock kept moving, tiring on the continuous clockwise direction. The butterfly gave its last effort to free itself. It failed and then surrendered. Its flapping stopped. At the same time the wind outside stopped returning to its former breeze. The door and no longer creaked, and with one last dying gust of wind, it banged shut. The candle wick died and the molten wax, killed the flame. The shadows were no more. What a weird and wonderful visitor death was.

As the other sounds ceased, the old fingers slowly moving slowly from bead to bead to stopped also. Just as the life in the flickering flame and the dancing shadows had disappeared so did the life in the old woman.

It was weird and yet so wonderful how time's hands ticked slowly forward. Nothing moved. Nothing sounded. For death had spoken once again.

Comment

This is a short story of good poise and intensity. The story unfolds through the experience of the old woman waiting for death and the metaphor of the trapped fly. The quality of the writing and the control of the narrative design were equally good. Occasional minor errors did not impede what was otherwise a very skilful and evocative piece of writing. **The essay was awarded full marks**

Section 3: Functional Writing

Extract from candidate's answer

Dear Michelle,

I saw you on the "World Book Day" poster and decided to give you an account of good book I recently enjoyed.

The book is called "When Paul met Jill" by Joan Kelly. Its hilariously funny with a romantic side to it. It's set back in the late 1980s and has won many awards. The main characters are Jill an 18 year old female and Paul who is and 19 year old male. the story is enfolded through Gill's eyes. It's about how they met in Dublin airport and discovered that, even though Gill was at Catholic Irish girl and Paul a Protestant Northern Ireland man, they really liked each other and fell in love.

Comment

This is the opening paragraph from an ‘A’ grade answer to the question which asked candidates to write a letter to the girl in the ‘World Book Day’ poster. The letter is clear and direct, warm and friendly in tone. It goes on to provide a synopsis of the story, the book mentioned in the question, with the personal recommendation of the letter-writer. It is well structured, well written and appropriately pitched at the recipient.

Extract from candidate’s answer

Dear Ayait,

it has been a long time since I have the last written to you. I am very sorry to have not written back to you sooner. How are you? I am fine, never been better.

Actually, I have just finished a marvellous book called "the outsiders". This book is about two social classes, the Socs and the greasers, who are rivals towards each other. The book is on judging people and that life is not fair. It has a very good plot and they read do think that you would enjoy reading it. So I send you a copy of this book. It would relate to your country with injustice and maybe people looking down on you. Well, I say you can read a lot now are.

I am starting a new book now. It is called "I am David". It seems to be interesting. It is about a boy who escapes from the concentration camps during the world war two.

I hope you are reading a lot of books. It is good for you. It will improve your English.

I better go now. Take care of your self and send everyone my regards.

Lots of love

Lisa

Comment

This letter does basically what it was asked to do but is marred by a substantial number of errors of spelling, style and expression. Frequent misspellings, irregularities in punctuation and syntax detract from its effect. The chosen book is dealt with briefly and superficially. The tone is confused and uneven. Structurally the letter peters out rather than coming to an effective conclusion. Nonetheless, the letter does communicate and the content covers the ground which it was expected to cover. **The answer was marked at grade ‘C’**

Section 4: Media Studies

Q.1

Extract from candidate's answer

There is a lot about this advertisement to suggest that it is a parody of a genuine advertisement. The advertisement is trying to sell things you would not normally buy, like seashells. The advertisement uses real phrases which you would expect to be for telephones, like 'Talk Unit', and, 'Pay as you go'. The only problem is that these slogans are being used for shells. The name of the company itself suggests it is a parody, as 'Seashell Warehouse' is very similar to 'Carphone Warehouse'. like mobile phone advertisements it also has a caption which says how much you can save except the currency is pebbles.

Comment

This answer communicates well and shows that the candidate has evidently good knowledge of the techniques of media communication. Several good points are made about technical aspects of the advertisement as a spoof. Some problems are evident with the control of statements in the answering. **Overall the answer was marked at 8 ex 10, grade B.**

Q.2

Extract from candidate's answer

This is a "spoof" for it is saying "now only 245 bottlecaps, save over 195 pebbles". It is remarking that if you buy the "Tin Can talksuite 3000" you will receive a "complementary knot removal kit worth nine pebbles". The name "Seashell Warehouse are using the name "Seashell" for their phones to make it catchy.

Comment

This is part of an answer which shows a common trait in mid range answering: undeveloped listing of information, usually taken from the given text. The answer scores on the basis that the quotes have been well chosen but loses when these quotes are neither developed nor interpreted to any great extent. **The answer was marked at 10 ex 15, equivalent to a mid range grade 'C'.**

PAPER 2

Section 1: Drama

(A) Shakespearean Drama – “As You Like It “

Q. (A)1

Extract from candidate’s answer

*He accused Rosalind of being a traitor, because her father was banished. He is a cruel, heartless character as proven by his words
“Within these ten days if that thou be’st found so near our public court as twenty miles, Thou diest for it.”*

Comment

This was a very short and underdeveloped answer with noticeable misspellings. Nevertheless it does make two points, that Rosalind is mistrusting and heartlessly cruel. The inclusion of the quotation indicates an attempt at providing supporting evidence from the text though this is undeveloped. **The answer was marked at 8 ex 15, high ‘D’ grade.**

Q.(A)2

Extract from candidate’s answer

From my reading of this extract I would describe the character of Duke Frederick as a cold hearted man He took his brother, Duke Senior’s, land and then banished him from it.

He is also very paranoid. He tells his niece (the daughter of Duke Senior) that if she was found within twenty miles of his courts for ten days that she would be killed. This shows that he did not want her near his courts until the courts business was concluded in ten days for fear that she would tell her father of official goings. He tells her “Let it suffice thee that I trust thee not.”

Also when his own daughter whom is best friends with her cousin tells her father that she cannot live without her and that what is done to her cousin must be done to her, her father says

*“You are a fool! yon niece prepare yourself,
If you outstay the time, upon mine honour,
And in the greatness of my word you die*

The duke went against his daughter's wishes showing that he is heartless as banishing his own niece hurts his daughter just as much.

Comment

This is a much more comprehensive, thorough answer than the first drama exemplar, above. Points are proposed and supported by reference to the text. In paragraph 2, however, there seems to be a misreading of one part of the text (“until the court business was concluded”). There are some small flaws in expression and punctuation, e.g., in the opening sentence of paragraph 1 and also in the opening sentence of paragraph 3. Tenses are inconsistently used throughout. **The mark awarded was 12 ex 15, grade B.**

(B) Other Drama – “The Crazy Wall”

Q.1 (b)

Extract from candidate's answer

The father that I would imagine Michael to be is a good father. I wouldn't imagine him to be caring or very lovey, dovey with his children but I would say that he has set them on the right track manours and behavior wise! I think he is very strict and a kind of straight to the point man! and he seems as if he would speak his mind without a taught or care! And appearance wise I would say that he is not fat or lazy I would say that he is hardy muscular and also Id say that he is very respected and you wouldn't want to let him down! Because Lelum was sweating and probably very nervous when he went to tell his Dad that he was becoming something that his father had no respect for.

Comment

This is good mid-range answer. It engages the question and offers its own opinion on the matter under discussion. A number of points are reasonably well made though with inadequate specific support from the text. Errors in spelling and punctuation detract from the answer. **It was marked at 10 ex 15, good grade C.**

Q.2 Studied Drama

Q.2 (1)

Extract from candidate's answer

I choose the relationship between Romeo and Juliet. At the beginning of the play they don't know each other but Romeo attends a ball at the Capulets house (uninvited) Where he meets Juliet and falls in love with her, instantly.

After the party Romeo sneaks back into the Capulet's garden and goes to look for Juliet.

Juilet, above on the balcony is already talking about Romeo before Romeo makes his presence known, and is freely expressing her love for him

Romeo makes his presence known and announces his love for her. They arrange to get married secretly. At this point Romeo made an impact on me because he is proving continuous love for Juliet by marrying her, but shortly after the wedding he kills Juliet's cousin Tybalt. He is then banished. Meanwhile Juliet is making a plan with her priest "Friar Lorraine" to pretend that she is dead so she can go and live with Romeo.

Romeo hears of Juliet's "Death" and thinks it real so he goes to Verona again and finally announces his love for her by killing himself. Then Juliet wakes up and sees that Romeo is dead, she shows her love for him by stabbing herself in the heart.

Comment

The marking scheme on the examination paper indicates two sections, (a) and (b), worth 15 marks each. In the case of the exemplar above the candidate unwisely decides to combine sub-questions (a) and (b). The result is a very low mark for (b).

In general, the whole answer is adequate on description/summary but low on analysis. Section (b), in particular, is very brief. Spelling and syntax are problematic throughout which adds to the weak overall expression. **It was marked, overall at (a) 8 ex 15 + (b) 3 ex 15 = 11 ex 30, grade 'E'.**

Q.2 (2)(a)

Extract from candidate's answer

As part of the Junior Certificate course I studied the play "The Merchant of Venice" by William Shakespeare. In this play there were two settings Belmont and Venice. These settings contrast greatly, as Belmont is a relaxed area where Portia, a richly left heiress lives and Venice is a city with a lot of business going on, and Shylock a Jewish moneylender lives here.

When the play is set in Venice, it means business. Something is bound to happen in the play. The play is at its highest when we are brought to Venice. It seems to me that Venice is quite the opposite to Belmont Shylock lives in the Venetian City and the Christians only tolerate him because he is valuable for loans of money.

During the course of the play, there are many plots, eg. bond plot, ring plot, casket plot. Two out of these three plots are set in Venice. Jessica, Shylock's daughter lives in Venice but elopes with a Christian Lorenzo. She doesn't like Venice or living with her father as she finds him too sober and too mean. When we are brought to Venice it is of high importance and so too are the people. Shylock lives in this world where isolation is a major factor in his life. I think the city Venice is too busy an on-going than anything else and the people living there are sober and mean.

Q.2 (2)(b)

Extract from candidate's answer

Yes, I did like their world as when we were brought to Venice in the play it captured our attention immediately as something was always happening or about to. For example in Scene 4, Act 1, we are brought to the Court in Venice and Shylock was about to take the life of the Christian Antonio for failing to re-pay him 5,000 ducats. Here the play was at its highest (Climax of the play) and tension was also very high among readers and audience.

Comment

The marking scheme on the examination paper indicates a breakdown of 20 + 10 for the above two-part question. The candidate, however, seems to have spent approximately 75% of his/her time on sub-question (a), leaving a very brief answer to sub-question (b).

In part (a), the candidate resourcefully chooses to describe / contrast the two general settings of the play: Venice and Belmont. There is a reasonable attempt to describe the worlds of Venice in paragraphs 1 and 3 but paragraph 2 is rather aimless. Expression is adequate.

The answer was marked at 13 ex 20, a good grade 'C'.

In part (b), the candidate engages superficially with the question. There is little or no attempt to analyse the society of either Venice or Belmont. The main point made, that – “something was always happening or about to” – is weak and undeveloped. **The answer was marked at 5 ex 10, mid grade 'D'.**

Section 2: Poetry

Unseen Poetry

Q.1 (a)

Extract from candidate's answer

Through the small square holes in the fence, I see a towering spike ready to take off and go to find a new world. I can feel the danger from here, With those burning Rockets. I don't think the men and wemon inside could survive the heat. As it heats up to get ready for take off, it is like a towering furnice and the smoke is like a fluffy cloud on a summers day except that it on the ground.

Comment

The answer shows some imagination particularly in its use of comparisons (“towering spike”). There is a good degree of personal response but it does re-use phrases from the

given text uncritically. The opening sentence is good though there are some misspellings and errors of punctuation. **It was marked at 10 ex 15, a good grade ‘C’.**

Q.1 (b)

Extract from candidate’s answer

Yes, I would like to read more of his poetry because I like this poem. I liked his style of writing in this poem. I liked the way he uses metaphors to describe the rocket such as “The boiling mountains”. He compares the rocket to a volcano which is a symbol of great power. He also uses personification to describe the noise of the rocket eg “With a roar” He gives the rocket a human feeling with the noise it makes. These uses of comparisons make it a lot more interesting and also it made it easier to imagine. The writer also uses contrast to give us a clear image “The boiling mountains of snow white cloud” He contrasts the fire from the rockets to the colour of the top of the rockets which he had compared to snow capped mountains this creates a vivid image for us. I like the way he uses interesting and descriptive words such as shimmering. I associate shimmering with a fish gliding through water so the rocket was gliding through the air

Comment

This answer presents a forceful argument which is very well supported from the supplied text. An analysis reveals four solid points which contribute to the success of the answer: use of metaphor; personification; contrast and a selection of “interesting and descriptive words” All four points are well supported and developed. Minor lapses in expression and punctuation were noted though these did not detract from the overall impact of the answer which **was marked at 15 ex 15, grade ‘A’.**

Studied Poetry

Q.2 (1)(a)

Extract from candidate’s answer

The poem I have studied which deals with a human being is “The Early Purges” by Seamus Heaney This poem describes the transition from child to adult by focusing on the attitude of a boy to the death of kittens.

The picture we get of this boy is of a caring, innocent youngster who is appalled when he witnesses his neighbour killing kittens, for the first time. The boy’s attitude to this was fear. He stayed looking at the kittens bodies until eventually he forgot.

When the boy grew up he had grown used to this. He was a realist and he knew that to prevent a farm being overrun by pests it was necessary to kill animals.

Comment

This answer is characterized by a high quality of writing, e.g., the assured sentence formation at the end of paragraph 1, and the excellent use of vocabulary. The candidate understands and appreciates the poem. There is, evidently, clear insight and effective description. **It was marked at 15 ex 15, grade 'A'.**

Q.2 (1)(b)

Extract from candidate's answer

The poet evoked the image of the boy's initial revulsion to the act by using very bold and evocative verbs; "slung on the snout" and "their tiny din was soon soused." The poet describes the decomposition of the bodies to give us an idea about how the boy felt: "watching the three sogged remains turn mealy and crisp as old summer dung."

Heaney presents an image of the neighbour Dan Taggart who committed these acts by telling us more of his activities: "when Dan trapped big rats, snared rabbits, shot crows, or, with a sickening tug, pulled old hens necks."

The adjective "sickening" only serves to remind us of the boys revulsion to the act.

However Heaney also paints a picture of the boys later attitude of indifference.

*"Now when shrill pups are propped to drown,
I just shrug, "Bloody Pups", it makes sense."*

The boy has grown up. He has forgotten his old idealistic opinion and has taken up a more realistic attitude: "still, living displaces false sentiments."

He has realised that these things have to be done and the last line of the poem summarizes his new attitude:

"On well-run farms, pests have to be kept down."

Comment

This answer continues at the same high level as the earlier part, above. It addresses the question directly and with considerable skill. Points made are clear and well supported from the text. The answer shows insight into the theme and technique of the poem. Expression is excellent throughout. As in the earlier answer the answer is compact but efficient in the economy of its expression.

Section 3: Fiction

Supplied Text

Q.1 (c)

Extract from candidate's answer

Yes I think the writer does bring the market to life. He describes the market when he says, 'the lanes and alleyways around spitafields market were glistening with rain and vegetable refuse.'

He even describes the sounds of the market place with, 'the fruit market echoed with the shouts of porters, the whinings of forklift trucks, the crashing of crates and the tramp of feet,' all these sounds are the typical sounds of the market place and brings the market place to life.

He describes all the crates of fruit as Anthony 'hauling crates and tallied sacks of onions. Fraser really captures the hustle and bustle, the smells and sounds that brings the London market to life.

Comment

Overall this is quite a good answer, especially the second paragraph which is tightly focused, clear and well supported from the text. The first and third paragraphs are more superficial by comparison. Some slips in punctuation, too. **The answer was marked at 12 ex 15, a good 'B' grade.**

Studied Fiction

Q.2 (1)

Extract from candidate's answer

I am pleased to be her today talking to the panel of judges. I am recommending a Novel called Summer of my German Soldier by Beth Green. The story is based on Patthy who is 15 years old and rescues a german soldier who has broke out of prison, His name is Anton fredrick reckier she helps Antoin and gives him food and spare change of clothes. If Pattys father found out he would get very mad. Patty and her parents do not get along anyway. Patty's mother is very mean to her always putting her down about the way she looks and her hair. Pattys father does not like Patty he doesn't like talking to her and he beats her up. It is a great story line and always has you thinking or wondering what will happen next.

The style of writing was very regular a great book for teenagers.

The Opening was just as good as the End. There was always something going on between Patthy and someone or her father, there is never a dull bit in the novel. The Ending was sad Patty ended up along in juvenile center and her parents would not come visit her.

Comment

This is an example of weaker answering which remains stolidly at the factual level by delivering a patchy summary of the story. There is some slight attempt at analysis and evaluation (e.g., “always something going on between Patthy and someone or her father”) but it is superficial. The mechanics of the writing - spelling and punctuation - are seriously flawed and limit clarity of expression. **It was marked at 13 ex 30, lower grade ‘D’.**