



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**JUNIOR CERTIFICATE EXAMINATION, 2006**

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**ENGLISH - ORDINARY LEVEL**

360 marks

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**WEDNESDAY, 7 JUNE -- MORNING, 9.30 to 12.00**

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**YOU MUST ANSWER SECTIONS 1, 2, 3, AND 4**

**YOU MUST ALSO ANSWER ANY TWO OF  
SECTIONS 5, 6, AND 7**

**EACH SECTION CARRIES 60 MARKS**

**YOU HAVE, ON AVERAGE, 25 MINUTES  
FOR EACH SECTION**

Read this passage carefully and answer the questions which follow it.

## “THE HIGHEST PLACE ON EARTH”

*Pat Falvey, adventurer and explorer, describes how he felt as he reached the summit of Mount Everest.*

- 1 This was it. The last few metres! I was now about to cross the highest platform on earth. There were thousands of feet of fall-off on all sides, as I walked on this narrow ridge with the world below my feet.
- 2 A feeling of excitement rose from the pit of my stomach to fill my heaving chest. As I approached the last fifty metres, my emotions were running riot. Those few minutes were the most amazing moments of my life. Step by agonising step I inched my way to the top, stopping every few steps to catch my breath as I took in one of the most amazing views on earth.
- 3 With about fifty metres to go, something very strange happened to me. I began to feel as if my soul and body had somehow parted company. Unsure whether I was alive or dead I continued, like a moth attracted to the light of a candle, to make for the summit ahead.
- 4 Tears of joy streamed from my eyes and froze on my beard as the awesome Himalayan mountains started to unfold below me. The last few aching steps, and there I was, standing on top of the world. I could have roared with joy, but instead I silently prayed. Thoughts of those who had gone before me and, sadly, those who never completed the journey back to Base Camp, ran through my mind.
- 5 Sharing the moment with my fellow climbers, James and Mike, I just stood there in silence and then turned full circle to take in the greatest view on earth. This was not just another climbing adventure. After years of dreaming, planning, fund-raising, fretting, risk-taking – and, on occasion being more single-minded than was fair to those close to me – I had stepped from dreamland into the bright, sharp light of reality.
- 6 It was quiet and peaceful as we stood on that patch of sacred ground, six miles high in the sky - no television cameras, no press, and no roaring crowds to distract me. I was excited and elated beyond description. I was so proud to be an Irishman standing on the summit of Mount Everest, the Goddess Mother of the Earth.

Source: *Pat Falvey “The Quiet Quarter”*.  
(Adapted)

Find answers to the following:

- A**
- 1** “This was it”. (Par. 1) What is the writer, Pat Falvey, referring to in this statement? (5)
  - 2** “Something very strange happened to me” (Par. 3) What did happen to the writer? (5)
  - 3** Who did Pat Falvey remember as he stood “on top of the world”? (Par. 4) (5)
  - 4** Describe the writer’s feelings as he was standing “on the summit of Mount Everest”? (Par. 6) (5)
- B** From your reading of the passage, give *two* reasons why climbing Mount Everest is a very exciting adventure. (10)
- C** Explain the following in your own words:
- 1** My emotions were running riot (paragraph 2) (5)
  - 2** Being more single-minded than was fair to those close to me. (paragraph 5) (5)
- D** In paragraph 5, Pat Falvey tells us that he had stepped “from dreamland into ... reality”. What was the dream? What was the reality? (10)
- E** You are planning a T.V. interview with Pat Falvey and his partners, James and Mike. Write *five* of the most interesting questions you plan to ask them. (10)



**SECTION 2:****PERSONAL WRITING****[60]**

Write a composition on **ONE** of the following topics.

PICK ONLY ONE TOPIC

- A** Things that really annoy me. . .
- B** In five years time. . .
- C** The view from the top.
- D** My computer.
- E** Write a story which at some point includes the sentence: “You have no messages.”
- F** According to a 2006 survey, children nowadays prefer gadgets to pets. Imagine that you are one of the pets on page 4 of paper X. Write about your reasons for leaving home.
- G** Winter.
- H** The greatest challenge I have ever faced.

Answer **ONE** of the following, **EITHER A OR B**.

PICK ONLY ONE TOPIC

**A** Write a letter inviting Pat Falvey (who climbed Mount Everest – see Section 1, READING) to give a talk to the students in your school. You should include in your letter

- when you would like Mr Falvey to come
- why you have chosen him.

OR

**B FOR OR AGAINST**

You have been chosen as a member of the Class Debating Team. The motion for debate is:

*People today are rude and inconsiderate.*

You need to

- decide whether you are **for** or **against** the motion
- think about the points you are going to make
- plan the order in which you will make them

Now write your **SPEECH** in full.

Read this poem and then answer the questions which follow:

### Life Story

- 1 When I was a child  
I played by myself in a  
corner of the schoolyard  
all alone.
- 2 I hated dolls and I  
hated games, animals were  
not friendly and birds  
flew away.
- 3 If anyone was looking  
for me I hid behind a  
tree and cried out,  
“Go away!”
- 4 And here I am, the  
centre of all beauty  
writing these poems.  
Imagine!



Frank O'Hara  
(Adapted)

- A** What words or phrases throughout the poem suggest that the child was isolated or unpopular? Explain why you have chosen these words or phrases. (10)
- B** Who do you think was responsible for the child being alone? The child? Other children? Adults? Give reasons for your answer. (10)
- C** Does the final stanza of the poem surprise you? Why? Why not? (10)
- D** Would you like to have this child as your friend? Why? Why not? (10)
- E** Think about poems you have studied and choose one which best describes a young person who is *either* happy *or* sad.
- Name the poem and the poet. (5)
  - Describe the sad picture or the happy picture of the young person in the poem. (5)
  - How does the poet give the impression of sadness or happiness? (5)
  - Say why you liked or disliked the poem you have chosen. (5)

**YOU MUST ANSWER ANY TWO OF THE FOLLOWING  
SECTIONS 5, 6, AND 7.**

**SECTION 5:**

**FICTION**

**[60]**

**Read this extract carefully and answer the questions which follow it.**

**SWALK**

The card he was expecting arrived a day early. Mossie Quayle found it waiting for him when he got home from school on 13<sup>th</sup> February. His first impulse was to chuck it on the fire, for he had no time for this slushy, lovey-dovey St Valentine's Day nonsense; but he didn't do that. Perhaps the sheer size of the white envelope appealed to his sense of curiosity.

"Who's your admirer, then?" his mother asked slyly.

"Some twit of a girl," he said, heading quickly for the privacy of his own room.

Actually, he had a pretty good idea who was torturing him in this way. In yesterday's French class Mary Barrett and Anne Clarke had informed him that he would be receiving a valentine card on the 14<sup>th</sup> February, adding that this card would have the French word for 'love' on it. *L'amour*, they said, shoving out their lips at him and kissing thin air until Anne Clarke laughed like a camel.

In the peace and quiet of his own room Mossie examined the uninvited card. One of the giant red hearts on the front had a jagged split running through it. It sickened him, that broken heart. Your heart was a thumping big muscle in the middle of your chest, it couldn't snap in two like a cheese and onion crisp. 'My heart longs for you', said one of the lines inside. Hearts couldn't long for anything, they were for pumping blood. 'My brain longs for you' would be better. Not that he wanted the brain of Anne Clarke to long for him or that of Mary Barrett but at least it would make sense from a biological point of view.

On the reverse side of the envelope Mossie noticed a word he had never seen before. It didn't even look English. S W A L K. What did that mean? Was it yet more French? Mossie shoved the whole bundle of rubbish between the pages of an atlas.

Next day in French class he put up his hand and asked quietly: "Miss Ward is 'swalk' a French word?"

"What?"

"The word 'swalk' Miss, is it French?"

"Spell it."

"S-W-A-L-K"

Some tittering from behind made him wonder whether he had asked an intelligent question.

"Are you trying to be funny, Mossie Quayle?" said Miss Ward icily, and then went on to describe the peculiar habits of some French verb, leaving unsolved the mystery of 'swalk'.



When he got home, he immediately asked his mother; “What does ‘swalk’ actually mean?”

“Sealed with a loving kiss”.

“Cut out the goo talk, Ma.”

“It does. Goo talk, indeed! S for sealed, W for with, A for a, L for loving, K for kiss. It’s short for sealed with a loving kiss.”

Hell! And he’d asked Miss Ward if it was French. She’d think he was a fool. Sealed with a loving kiss! Oh, the shame of it. The humiliation he felt was colossal – his pride all drained away.

“I’ll get my own back!” Mossie raved. “I’ll send them some card, all right, and it won’t be sealed with a loving kiss . . .”

- *Adapted from SWALK: Collection of Short Stories by Sam McBratney.*

- A** 1. Why didn’t Mossie throw the Valentine card into the fire immediately? (5)
2. Why, in Mossie’s view, could hearts not be broken? (5)
- B** What did Mossie think of Valentine cards? Support your answer with reference to the text? (10)
- C** From your reading of this passage, what sort of boy do you think Mossie is? (10)
- D** Choose the paragraph in the text which you like best. Explain why you have chosen this paragraph. (10)
- E** Name a **NOVEL** or **SHORT STORY** you have studied in which a character undergoes a change.
- Describe the character at the beginning of the novel or short story.
  - Explain who or what caused the character to change.
  - Describe the character at the end.
  - Did you prefer the character before or after the change had taken place? Give reasons for your answer.
- (20)

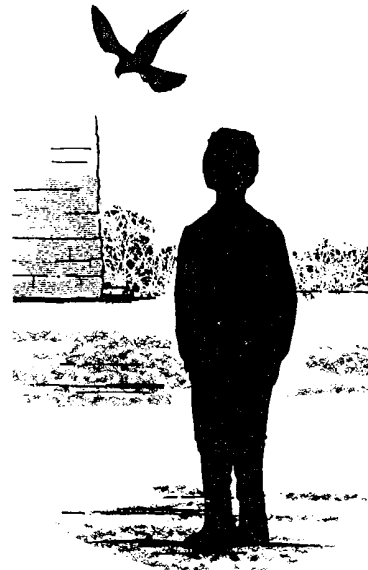
[Turn over

Read this scene adapted from KES and then answer the questions.

*Kes is the story of 15 year old Billy Casper who trains a kestrel - a bird of prey belonging to the hawk family. Billy lives with his mother and his elder brother, Jud. The following scene is set in Billy's house.*

*Billy is quietly sitting, reading a book from the library when Jud enters.*

- JUD** *(getting ready to go out for the night)*  
What do you want that for, when you can't read?  
*(He snatches the book from Billy).*
- BILLY** Give it me back. Come here.
- JUD** Falconry? What do you know about falconry?
- BILLY** A lot because I'm goin' to get a young kestrel and train it.
- JUD** You couldn't train a flea. Anyhow, where you goin' to get a kestrel from?
- BILLY** I know a nest.
- JUD** Where is it?
- BILLY** I'm not telling.
- JUD** I said where? *(Pushes Billy's face into cushion and puts his arm up his back.)*  
Where?
- BILLY** Give over Jud, you're breaking my arm.
- JUD** Where, then?
- BILLY** Monastery farm. *(Jud lets go.)*
- JUD** You think you know something about them, don't you?
- BILLY** I know more about them than you anyway.
- JUD** You ought to an' all. You nearly live down in them woods. It's a wonder you don't turn into a wild man. *(Jud scratches his armpits and runs round the room imitating a wildman.)* "Billy Casper, wild man of the woods . . . ha, ha!" I ought to have you in a cage, I'd make a fortune.
- BILLY** I've been watching them for hours this afternoon.
- JUD** *(laughing)* I'm hoping I'll be watching a bird tonight, but she won't have feathers on.
- BILLY** You ought to have seen them though Jud, you ought to have seen them dive down.



*Mrs Casper enters.*

- MRS CASPER** You're a couple of noisy brats. What you tormenting him for Jud?
- JUD** I never touched him.
- BILLY** Not much. He nearly broke my arm, that's all.
- MRS CASPER** O shut it both of you. Where you going tonight then?
- JUD** Usual, I suppose *(looking into the mirror)*: Some bird's going to be lucky tonight.  
*(He goes out)*
- MRS CASPER** *(to Billy)* What you going to do with yourself tonight love?
- BILLY** Read my book.

**MRS CASPER** That's nice. What's it about?  
**BILLY** I'm going to get a young kestrel and train it.  
**MRS CASPER** That's nice. I say, what time is it?  
**BILLY** I've cleaned the bottom shed out ready, an' I've built a little nesting box out of an orange box, 'til ...  
**MRS CASPER** Ten to eight. I'm going to be late as usual. Here, there's £5 for you. Go and buy yourself some pop and crisps or something. Ta ra.  
**BILLY** (*reading aloud but hesitantly, struggling with the language*). The kestrel is about 12-14 inches long. It lives in many different types of places: mountains and hills, open moors, farmland, suburbs and even city centres on occasions...

*Lights fade.*

- Adapted from KES by Barry Hines and Allan Stronach.

- A** What do we learn about Billy's character in this scene? (10)
- B** Basing your answer on your reading of the scene, write what you think Billy would put in his diary entry that night. (10)
- C** Using evidence from your reading of the scene, describe the relationship which Billy and Jud have with their mother. (10)
- D** Write the dialogue (about 10 lines) which could have taken place between the two brothers when Jud returns home several hours later that night. (10)
- E** Name a **PLAY** or **FILM** you have studied in which a disagreement occurs.
- What caused the disagreement?
  - Was the disagreement settled? Why? Why not?
  - Were you satisfied with the ending? Give reasons for your answer?
- (20)

[Turn over

Examine carefully the advertisements on pages 2 and 3 of Paper X. Then, answer the questions.

- A** Which of the two advertisements do you find more eye-catching? Give reasons for your answer. (10)
- B** (i) According to the text in the advertisement on page 2, what “kinds of good” come from eating candy? (5)
- (ii) Do these arguments for eating candy convince you? Why? Why not? (5)
- C** Describe one way in which the two advertisements are alike *or* unlike? (10)
- D** Suggest *two* ways for improving the message in *either* advertisement.

You should refer to:

- texts
- images

Give reasons for you answer. (10)

- E** Write a leaflet for a dentist’s waiting room in which you suggest the DO’s and the DON’T’s of keeping children’s teeth healthy. (20)