



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2015

Marking Scheme

ENGLISH & COMMUNICATION

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Part One-Audio Visual 40 marks

ANSWER ALL QUESTIONS

1. How many groups will qualify for a place in the All Ireland Amateur Drama Festival in Athlone? (1 mark)

Award 1 mark Nine (9)

2. Give the web address used by the All Ireland Drama Festival. (1 mark)

Award 1 mark www.dramafestival.ie

3. Prosperous Drama Group feature in Clip1. Give the title of their play and the name of the playwright. (2 marks)

Award 1 mark Deadline

Award 1 mark Robert Massey

4. What evidence from the clip suggests that the director, Lurlene Duggan, is under pressure? (4 marks)

Award ex 4 marks

Answer must be relevant and developed to merit full marks.

Answer may refer to her body language, what she says, checking her mobile phone constantly, her tone of voice, admitting that she will probably get emotional, etc.

5. What similarities between the GAA and local amateur drama do you learn about from this clip? (6 marks)

Award ex 6 marks

Answer must be relevant to merit full marks.

Answer may refer to both creating a sense of fierce local pride, both having fiercely competitive players, working together as a team, the desire to win trophies, etc.

6. From listening to the voice-over at the beginning of this clip, what do you learn about set design? (6 marks)

Award ex 6 marks

Answer needs to be relevant and developed to merit full marks.

Answer may refer to helping create the world in which the play happens, a sense of context, helps the audience get a sense of when and where the action is taking place, drama groups spend many hours designing the set for their play and then constructing and decorating it,etc.

7. Successful set building requires many different skills. Identify at least **two** of the skills used by the people building the set at the beginning of this clip. (6 marks)

Award **ex 3** marks + **ex 3** marks

Identification of any **two** relevant skills

Answers may refer to any **two** of the following skills: communication, construction, design, interpersonal, mathematical, etc

8. The extract from *Hedda Gabler*, featured at the end of Clip 2, is set in a rather grand room. Write a detailed description of the room that appears in the still image on screen. (8 marks)

Award **ex 8** marks

Answer must be relevant and developed to merit full marks.

9. Explain how, in your opinion, any **one** of the following can add to an audience's experience of a play: talented actors, costumes; lighting and special effects; music. (6 marks)

Award **ex 6** marks

Answer must refer to any **one** of the following: actors, costumes, lighting and special effects, music.

Answer must be relevant and developed to merit full marks.

Part Two-Written 120 marks

Section 1 Communications and the Working World Answer question 1 or 2 or 3

1. Read the following piece, adapted from careersportal.ie. The passage deals with different types of skills important in the workplace. Answer the questions that follow.

Everyday Skills Useful in the Workplace

You might be surprised to know that you already have many of the skills which are essential for employment in the modern workplace. These are the '*ordinary skills*' which we all need to use when we work with other people or even by ourselves. You develop these skills simply from being involved in everyday activities either at school, at home, or through your hobbies and friendships. Terms such as 'communication skills', 'people skills' and 'task skills' are just some of the many skills which most people develop without even knowing it.

People skills:

People skills, sometimes called social skills, are the set of skills that allow us to communicate, relate and socialise with others. These include both verbal and non-verbal forms of communication.

Verbal skills include being able to say the right thing at the right time. People with well developed verbal social skills are able to communicate in ways that are engaging and speak clearly and confidently.

The other aspect of social skills is non-verbal. Body language, standing up straight, making eye contact, making appropriate gestures, smiling appropriately can all define good non-verbal people skills. Also, the person with good people skills listens well. Nodding of the head, the occasional quick comment, and clearly taking in someone else's communications is valuable. People don't simply wish to be talked to; they want to be talked with. A sense that both communicators are taking equal part in a conversation demonstrates advanced social skills.

Task skills:

Task skills are a range of skills that are important in order to be able to successfully complete many common tasks found in most work environments. Examples of task skills include: planning and organising, computer skills and customer focus. People who can plan and organise well create clear goals and can identify and find the resources needed to achieve them. Having these skills enables people to schedule tasks so that work is completed on time.

Not surprisingly, those with well developed computer skills confidently use computers to write documents, browse the internet or use email programmes. A different set of task skills involves customer focus. Such skills involve understanding of and concern for customers needs, being helpful and friendly to customers, and dealing effectively with any questions or complaints they may have.

- (a) (i) Identify two people skills mentioned in the article above. (2 marks)

Award 1 mark + 1 mark Identification of each people skill in the article.

- (ii) Give two ways in which people can develop these skills in everyday life. (2 marks)

Award 1 mark + 1 mark for each of the following:

By being involved in everyday activities either at school or at home, through hobbies and friendships.

- (iii) Identify two task skills mentioned in the article above. (2 marks)

Award 1 mark + 1 mark

Answers may refer to any two of the following: Planning and organising, Computer skills, Customer focus, Creating clear goals, Identifying and finding resources, etc.

Reward answers that identify any **two** of the task skills identified in the article.

- (b) Based on what you have learned from the Communications and the Working World Module, explain how a business can benefit when employees have good people skills. (6 marks)

Award **ex 6** marks

Candidates will explain how a business can benefit when employees have good people skills, e.g. helps to develop good relationships with customers; helps create a pleasant, productive working environment.

Reward any valid answer appropriately.

- (c) In your opinion, what can an employer do to help employees develop good people skills? (6 marks)

Award **ex 6** marks

Candidates will outline how an employer can help employees develop good people skills, e.g. through suitable training; by modelling these skills; by a reward scheme, etc. Reward any valid answer appropriately. Answer must be developed to merit full marks.

- (d) The Communications and the Working World module helps students to acquire a range of skills and knowledge necessary to engage in research.
- Outline one piece of **research** you undertook in any part of your LCA course.
 - Explain how you carried out this research e.g. where you found the information you required, how you gathered the information, etc.
 - Describe how you presented or used your findings. (12 marks)

Outline of research	How research was carried out	How findings were used or presented
Award ex 4 marks	Award ex 4 marks	Award ex 4 marks

Reward any valid answer appropriately. Answer must be developed to merit full marks.

OR

2. Read the following edited article by Aoife Rigney, adapted from the website, journal.ie, on how Social Media can help you find a job. Answer the questions that follow.

Social media websites don't do the job hunting for you, but they do make it possible to build connections and make contact with potential employers. Social media allows you to hear about possible job opportunities as soon as they arise. Many job opportunities are posted online on a daily basis.

Which network is most useful when job hunting? Social media such as Twitter, LinkedIn and Facebook can open doors for job hunters. Set up your own social media account. Be sure to have a professional picture, clear description and biography, and fill out all the information necessary. You are creating your own personal brand. Remember that everything you do online is public so always be professional. Your 'digital footprint' will tell its own story!

When it comes to actually trying to get a job, LinkedIn is probably most useful. It is a great way to get an online CV that showcases your experience and skills. It is a useful tool for researching companies and connecting with key people in a company. Complete your profile as fully as possible, and then put the link to it on your email footer, on Facebook, on your Twitter bio, even on your 'real' paper CV.

Facebook is probably the least popular social network to use to find a job. Facebook is the place where we relax a little bit and share lots of photos too. If you're using Facebook to interact with potential employers, ensure they only see things that fit your professional image.

The great thing about social media is that it lets you communicate with people you might not meet in real life. Create your own networks by making contact with people who work at companies you're interested in. Interact with people: learn from them and show what you can contribute. Make sure people know you are looking for work, don't be afraid to mention it every so often.

Quick tips:

- ✓ Use your real name – not an alias
- ✓ Be active on a number of different social media platforms
- ✓ Demonstrate your expertise in the industry of interest to you
- ✓ Don't just rely on social media; be sure to network offline too
- ✓ Everything you put here is in the public domain so be careful when choosing your profile names or leaving comments

(a) (i) Identify two social media sites mentioned in the article above . (2 marks)

Award **1** mark + **1** mark for any **two** of the following: Twitter, LinkedIn, Facebook.

(ii) Based on what you have read give two benefits that access to social media sites can provide when looking for a job. (2 marks)

Award **1** mark + **1** mark for identification of **two** benefits. Answers may refer to: building connections; making contacts; identifying job opportunities quickly; researching positions; creating a personal brand.

(iii) According to the article, why is Facebook less popular with job seekers? (2 marks)

Award **ex 2** marks

Candidates will outline why, according to the article, Facebook is less popular with job seekers. Facebook is largely used for leisure purpose and to share photos; Facebook is very much a social site; other social media sites are more useful when looking for employment.

(b) Describe two issues or concerns that could arise for a company or business if its employees make inappropriate use of social media in the workplace. (6 marks)

Award **ex 3** marks + **ex 3** marks

Candidates will describe any **two** issues or concerns that could arise for a company or business if its employees make inappropriate use of social media in the workplace. Answers may refer to any **two** of the following: time wasted; less attention to duties and/or customers; employees accessing inappropriate websites might embarrass the company or business; could be used to harass or bully others, etc. Reward any valid answer appropriately.

(c) Which two of the following pieces of advice would you offer to an employer thinking about developing a social media policy for his or her company? Explain your choices. (6 marks)

(1) Give clear guidelines about the appropriate use of social media at work.

(2) Make the consequences for inappropriate use of social media at work clear.

(3) It is better not to have a social media policy as it might upset your employees.

(4) Require all employees to formally sign-up to the company's media policy.

Award **ex 3** marks + **ex 3** marks

Candidates will choose any **two** of the above pieces of advice and explain their choice. Reward any valid answer appropriately. Answer must be developed to merit full marks.

- (d) In order to make contact with potential employers and showcase your expertise and skills, you have decided to put your **CV (Curriculum Vitae)** online, using a social media platform. Identify the social media platform you would use and give one reason why you decided to put your CV online.

Write out the details that you would include in your CV using the following headings:

- Personal details
- Educational details
- Work experience history
- References

(12 marks)

Name social media site/ reason for putting CV online	Personal details	Educational details	Work experience history	References
1 mark + 1 mark	Award ex 3 marks	Award ex 3 marks	Award ex 3 marks	1 mark

OR

3. (a) Outline the steps you took to secure any one of your work experience placements. (6 marks)

Award **ex 6** marks

Candidates will outline the steps they took in order to secure any one of their work experience placements. Answers may refer to contacting local shops and businesses, networking with family members, parents' friends, neighbours; looking online; dropping in CVs, etc.

Reward any valid answer appropriately. Answer must be developed to merit full marks.

- (b) (i) Identify the greatest challenge you faced when organising the above work experience placement. (2 marks)

Award **ex 2** marks

Candidates will identify the greatest challenge they faced when organising their work experience.

Reward any valid answer appropriately.

- (ii) Outline how you overcame this challenge. (4 marks)

Award **ex 4** marks

Candidates will outline how they overcame the challenge they identified above.

- (c) Based on the experience of organising your own work experience, give two pieces of advice to help other LCA students when they look for work experience. (6 marks)

Award **ex 3** marks for each piece of advice.

Candidates will give any two pieces of advice they think would help LCA students when looking for work experience. Reward any valid answer appropriately. Answer must be developed to merit full marks.

- (d) (i) You have just successfully completed your final work experience placement and want to send a **thank-you letter** to your former employer. Give one reason why you think it is important to send a thank-you letter. (2 marks)

Award **2** marks

Candidates will give one reason why they think sending a thank-you letter to a former employer is important. Answers may refer to: good manners; in the hope of further work, etc.

(ii) Write out the **letter** you would send to your employer. In your letter you should:

- have an appropriate layout, including your address, date, etc.
- explain why you are writing the thank-you letter
- thank your employer and outline why you think the experience you gained will benefit you in your future career.

(10 marks)

Appropriate layout	Explanation for letter	Thanks and benefit
Award ex 2 marks	Award ex 4 marks	Award ex 4 marks

Section 2 Communications and Enterprise Answer question 4 or 5

4. Read the following article, based on information from studententerprise.ie. Answer the questions that follow.

Student Enterprise Award Winner, Ciara Whooley, Grows her Bauble Business

The Senior Category of the Student Enterprise Awards programme is open to Leaving Certificate, Leaving Certificate Vocational Programme and Leaving Certificate Applied students. In 2012, the top award was won by seventeen year-old student Ciara Whooley from Co. Wicklow. Her business, “Irish Baubles”, designs, sources and imports unique hand-painted glass baubles, ideal as presents for family and friends.

Ciara got the idea for Irish Baubles from travelling abroad to Christmas markets around Europe. She realised that most towns sold souvenirs of their own communities and she became aware that there was no similar type products available on the Irish market for tourists or locals to purchase.

Now the baubles are on sale on all five continents. Ciara’s website, www.irishbaubles.com, is PayPal enabled, with links to Twitter and Facebook. Many of her customers who buy the baubles in Ireland ship them abroad as they make an ideal gift at Christmas time to send to loved ones.

Ciara’s future plan is to invest more in the packaging and presentation of her product to increase the product value in the shops. She wants her glassware to become recognisable in outlets and to become the “middle range value” souvenir that the tourist brings home. Branding is also becoming very important to her.

Her top tips for budding entrepreneurs include, “If you believe in it – go for it!” She says, “I would not be here if I had listened to all the experts. Expect the unexpected. Seek help. People are willing to support young entrepreneurs.”

(a) (i) How did Ciara come up with the idea for Irish Baubles? (2 marks)

Award 2 marks

Answer may refer to Ciara travelling abroad to Christmas markets around Europe; saw a gap in the market for her product.

(ii) What award did Ciara win? (2 marks)

Award 2 marks

Senior category of the Student Enterprise Awards.

(iii) What evidence suggests that Ciara is successful in business? (2 marks)

Award 2 marks

Answer will refer to any **one** of the following: the baubles are on sale on all five continents; Ciara has won a top award in Enterprise, etc. Reward any valid answer appropriately

- (b) Which one of the tips, offered by Ciara in the last paragraph above, do you think is most useful to young entrepreneurs? Explain your answer. (6 marks)

Award **ex 6** marks

Candidates will identify **one** of the tips and offer a relevant explanation.

Answer must be relevant and developed to merit full marks.

- (c) In your opinion, how might winning a major student enterprise award may have benefitted Ciara's business? (6 marks)

Award **ex 6** marks

Answers will refer to any of the following:

The publicity and promotion that her product will receive, the prospect that other business people will approach her with ideas and investment; may increase customer confidence; etc.

Reward any valid answer appropriately. Answer must be developed to merit full marks

- (d) Write a **report** on your involvement in a mini-company/enterprise. Your report should include the following:
- A description of your role in the mini-company/enterprise.
 - One aspect of your Enterprise course that helped you in your role in the mini-company or enterprise.
 - One skill you learned by taking part in this mini-company/enterprise.
 - One thing you would do differently and explain why. (12 marks)

Description of role	Aspect of Enterprise course that helped	One skill learned	One thing to do differently
Award ex 3 marks	Award ex 3 marks	Award ex 3 marks	Award ex 3 marks

Any type of enterprise is acceptable.

Emphasis is on candidate's own role in the mini-company / enterprise.

OR

5. Read the following edited piece on Tadhg Sugrue, a store manager with the supermarket chain, Lidl. The text is adapted from careersportal.ie. Answer the questions that follow.

When I finished school I didn't know what I wanted to do. I studied Computer Science and Enterprise Studies and I was working part-time in a Cash and Carry, which I really enjoyed. I saw different aspects of the business; purchasing, sales and customer relations. I believe this was a positive influence in my decision to work with Lidl as I wanted to stay in the retail industry and learn more. I applied for a Deputy Store Manager position. After the interview they contacted me to tell me I was successful and I began training the following week.

As a Store Manager with Lidl I am responsible for the day-to-day operations of a busy store. I manage and motivate a team of up to 20 staff. I monitor and control staff costs, store productivity, running costs and I make sure that the entire product range is fully available to customers. The hours are flexible which allows me time to organise leisure activities and to play football.

The main challenges with my job are that no matter how well you plan the day, structure it and organise what to do, unforeseen challenges and tasks arise that have to be addressed. For example, if a customer is looking for a product we don't have I may have to try and locate the item in another Lidl store.

When I started with Lidl I had regular training in all aspects of running a store. These training sessions were run by the Training Manager and usually took place once a week for three to four hours at a time. Over the course of my career with Lidl I have also completed a week long course to become an instructor in manual handling and health and safety.

The advice I would give to someone considering this type of job is that they should be organised, flexible, motivated and a hardworking leader. It is important to have excellent communication and interpersonal skills and the ability to motivate and lead a team.

- (a) (i) Based on what you have read above, why did Tadgh Sugrue decide to apply for a job as a supermarket manager? (2 marks)

Award **2** marks

Answer will refer to: wanting to stay in the retail industry; something he enjoyed doing; being familiar with different aspects of the business.

Reward any valid answer.

- (ii) Identify two of Tadgh Sugrue's responsibilities at work. (2 marks)

Award **1** mark + **1** mark

Candidates will refer to any **two** of the following:

Day-to day operations of the store; managing and motivating staff; monitor and control costs; manage stock, etc.

- (iii) Identify two types of professional support provided by Lidl, mentioned in the above article. (2 marks)

Award **1** mark + **1** mark

Candidates will refer to any **two** of the following: training in managing a store; courses in becoming an instructor in manual handling; courses in health and safety; reference to training in any managerial functions in a business.

Reward answers that are relevant.

- (b) Tadgh Sugrue mentions that as part of his overall training he completed a course in health and safety. Why do you think a supermarket manager would need training in health and safety? (4 marks)

Award **ex 4** marks

Candidates will refer to: the significance of health and safety in the workplace; legislative requirements in relation to health and safety in the workplace; Importance of having up-to-date knowledge in this area

Reward any valid answer appropriately. Answer must be developed to merit full marks.

- (c) Select two skills or qualities, identified by Tadgh Sugrue in the final paragraph above. Explain why you think these skills or qualities are important to the successful running of a business. (8 marks)

Award **ex 4** marks + **ex 4** marks

Candidates will select **two** skills or qualities identified in the final paragraph and explain their relevance to the running of a business.

Reward any valid answer appropriately. Answer must be developed to merit full marks.

- (d) As part of the Communications and Enterprise module, your class has either participated in an enterprise related outing (e.g. to a local business or trade fair) or has received a visit from a person involved in enterprise. Your LCA co-ordinator has asked you to write **an article for your school website** about one of these events.

- (ii) From your reading of the passage above, identify two topics that local radio stations would cover that national radio stations may not cover. (2 marks)

Award **1 mark + 1 mark**

Answers will refer to any **two** of the following: local sporting events; running campaigns; promoting local social issues.

- (iii) Give two ways, identified by John Purcell, in which local radio stations benefit the communities that they serve. (2 marks)

Award **1 mark + 1 mark**

Candidates will refer to any **two** of the following: employment opportunities; helps local economy; money stays local; reflects the interest of local people.

- (b) Name your local radio station and explain why you do or do not regularly listen to this radio station. (6 marks)

Award **ex 6 marks**

Candidates will name a local radio station and offer explanation.

Answers may refer to relevance of content, music, speakers/guests, etc.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (c) Explain how, in your opinion, radio stations could use social media to make radio programmes more attractive to a younger audience. (6 marks)

Award **ex 6 marks**

Answers may refer to competitions being hosted on social media websites, placing advertisements on social media websites, playing longer versions of interviews with celebrities on the radio stations Facebook page, etc.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (d) Having successfully completed a work placement with a local radio station, you would like to provide a weekly “school radio” programme, using your school intercom. Write the **proposal** you would submit to your school Principal outlining your plans for a suitable programme.

Your proposal should include the following:

- * An explanation as to why this programme would serve a useful purpose in the school.
- * A name for the programme – explain your choice.
- * A suitable time to broadcast the programme – explain your choice.
- * Possible topics to be covered and/or people to be interviewed. (12 marks)

Useful purpose explanation	Name/explanation	Time/explanation	Topics/people
Award ex 3 marks	Award ex 3 marks	Award ex 3 marks	Award ex 3 marks

Reward any valid answer appropriately. Answer must be developed to merit full marks.

OR

7. Read the following passage on Young Adult book-to-film adaptations. The extract has been adapted from an article on vulture.com. Answer the questions that follow.

Many enter the arena, but only one can be a winner: That's the plot of *The Hunger Games*, but it could also serve as a comment on all the other would-be blockbusters that have tried and failed to become the next big young adult franchise at the box office. After *Harry Potter* and *Twilight* made a fortune, studios clamoured to buy up every hot Young Adult novel in sight. But only *The Hunger Games* has become a brand-new phenomenon. So, why have so few Young Adult adaptations succeeded while so many have failed?

According to Ben Schrank, President of the Young Adult imprint of Penguin Random House, there's one surefire way to separate the winners from the losers. Book series like *The Hunger Games*, *Harry Potter*, and *Twilight* were simply the most successful at crossing over into an adult readership. Most failed movie adaptations were drawn from Young Adult franchises whose fan bases were mostly teenagers. "When you see adults on their commutes reading these books it means the movie has a far better chance of working", explains Schrank. Without an older audience, relying solely on young fans can cause problems at the box-office. "I think teens are more likely than adults to avoid movies they've heard aren't good," says Schrank.

It's also key to assemble the right cast. This can be a tricky proposition when you're under the Young Adult microscope. Fans already have vivid ideas of who should play certain roles. Schrank why *The Hunger Games* is a hit, and he's got a simple explanation: "Jennifer Lawrence."

Timing is also important. The first *Twilight* movie came out just four months after the final novel, *Breaking Dawn*, had sold record-breaking numbers. The first *Harry Potter* film was released in between the fourth and fifth *Harry Potter* novels, which deepened and darkened the series in a way that drew in more adults.

Despite the many failed contenders at the box office Schrank doesn't expect the Young Adult boom to end anytime soon. He suspects we'll see a shift into more grounded, realistic stories, pointing to the adaptation of John Green's *The Fault in Our Stars*. He believes that because more people are writing better books for young people than ever before and because we live in a culture where fewer and fewer people think of themselves as old, the success of Young Adult book-to-film adaptations will continue.

- (a) (i) According to Ben Schrank, what evidence can indicate that a Young Adult book appeals to older readers? (2 marks)

Award 2 marks

Candidates will refer to: seeing adults on their commutes reading the book.

- (ii) From your reading of paragraphs three and four, identify two factors that help to create a successful book-to-film adaptation. (2 marks)

Award 1 mark + 1 mark

Candidates will identify **two** of the following factors: having the right cast; timing.

- (iii) Give two reasons why Ben Schrank thinks that film adaptations of Young Adult books will remain popular with audiences. (2 marks)

Award 1 mark + 1 mark

Candidates will give **two** reasons including: fewer and fewer people think of themselves as old; more people are writing better books; there is a market for more grounded, realistic stories like *The Fault in our Stars*.

- (b) Which two of the following add most to your enjoyment of a film? Explain your answer. (6 marks)

Theme	Special effects Or Sound track	Characters
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Award **ex 3** marks + **ex 3** marks

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (c) Imagine you have been given the choice of reading a particular book or watching a film based on the same book. Write a personal response beginning with **one** of the following statements:
- I would prefer to watch the film rather than read the book because ...
 - I would prefer to read the book rather than watch the film because ...
- (6 marks)

Award **ex 6** marks

Candidates will pick **one** of the above statements and explain their choice.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (d) You have been asked to give a **presentation** to your class on aspects of film and film-making, based on what you have learned in the Communications Media Module of your Leaving Certificate Applied course. Write out the text of the presentation you would give.

Include the following in your presentation:

- * Explain the role of the producer and the director in the making of a film.
 - * Identify two different camera shots and explain their use.
 - * Identify your favourite type of film and explain why you enjoy this type of film.
- (12 marks)

Role of producer/director	Two camera shots/explain use	Favourite type of film/explanation
Award 2 marks + Award 2 marks	Award 1 + 1 marks camera shots Award 2 marks explanation	Award 2 marks genre Award 2 marks explanation

Section 4 Critical Literacy and Composition Answer question **8** or **9**

- 8.** Read the following book review of John Boyne's novel *Stay Where You Are and Then Leave*. The passage is adapted from theguardian.com. Answer the questions that follow.

John Boyne is best known for his hugely successful Holocaust novel, *The Boy in the Striped Pyjamas*. Now he has taken on the First World War, a similarly important historical event. Boyne's novel, *Stay Where You Are and Then Leave* is the story of Alfie Summerfield, a boy whose father is swept up in the excitement of the outbreak of the war and joins the army. Alfie's dad writes to his wife and son from the trenches, but after a couple of years the letters stop coming.

According to Alfie's mum, that's because dad is "on a secret mission for the government". Alfie, however, suspects she might be lying and sets out to uncover the truth. At first he doesn't get far in unravelling the mystery. Times are hard: his mum works as a nurse but can't make ends meet, so Alfie starts missing school to help out, earning money as a shoeshine boy at King's Cross Station in London. Then he has an amazing stroke of luck: one of his customers is an army doctor whose papers are blown away by the wind. Alfie helps to gather them, and in the process, discovers the true whereabouts of his father.

I'd been enjoying the story up to this point. Alfie is an easy character to like, and the relationship with his harassed mum is well-written. The other people in Alfie's world – his loving dad, his slightly barmy granny have depth, too. However, from that moment at King's Cross, there's an increasingly fairytale-like feel to things, even though the story of Alfie's quest to find his shell-shocked dad and bring him home is grounded in detail. There are more coincidences and the ending is fairytale, too, with all the plot strands resolved, some rather unbelievably.

There are other irritations too. Early on, we are told that Alfie had often heard Prime Minister Asquith's name on the radio, which would have been difficult in 1914 as the BBC only started broadcasting in 1922. And yet my final verdict on this book is positive. *Stay Where You Are and Then Leave* has its faults, but ultimately it is a good, solid, engaging read.

- (a) Based on what you have just read, what do you think is the main theme of the novel *Stay Where You Are and Then Leave*. (6 marks)

Award **ex 6** marks

Candidates will refer to any of the following: a sense of loss, a sense of longing, family tragedy, wartime survival, etc.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (b) Do you think the critic who wrote the above review enjoyed the book? Explain your answer. (6 marks)

Award **ex 6** marks

Candidates will indicate if they think the critic enjoyed or did not enjoy the book and explain their choice.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (c) Based on your reading of the above review, would you like to read the book? Explain your answer. (6 marks)

Award **ex 6** marks

Candidates will express an opinion and will explain their answer.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

- (d) Carefully examine the two book covers for John Boyne's novel, *Stay Where You Are and Then Leave*, then answer the following:

- * Compare the two covers using these headings : images, font and use of colour
- * Which one of the book covers do you prefer? Explain your choice. (12 marks)

Cover comparison	Favourite/explanation
Award ex 8 marks	Award ex 4 marks

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks

OR

9. Read the following lyrics from the song *Thinking Out Loud* by Ed Sheeran. Lyrics from directlyrics.com. Answer the questions that follow.

When your legs don't work like they used to before
 And I can't sweep you off of your feet
 Will your mouth still remember the taste of my love
 Will your eyes still smile from your cheeks
 And darling I will be loving you 'til we're 70
 And baby my heart could still fall as hard at 23
 And I'm thinking 'bout how people fall in love in mysterious ways

Maybe just the touch of a hand
 Oh me I fall in love with you every single day
 And I just wanna tell you I am

So honey now
 Take me into your loving arms
 Kiss me under the light of a thousand stars
 Place your head on my beating heart
 I'm thinking out loud
 Maybe we found love right where we are
 When my hair's all but gone and my memory fades
 And the crowds don't remember my name
 When my hands don't play the strings the same way,
 I know you will still love me the same
 'Cause honey your soul can never grow old, it's evergreen
 And baby your smile's forever in my mind and memory
 I'm thinking 'bout how people fall in love in mysterious ways
 Maybe it's all part of a plan
 I'll just keep on making the same mistakes
 Hoping that you'll understand

(a) Do you think the title and lyrics of this song are well matched? Explain your answer. (6 marks)

Award **ex 6** marks

Candidates will agree or disagree and support their answer with reference to the song.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

(b) In your opinion, which one of the following statements best describes what this song is about?

- It is a song about the future.
- It is a song about love.
- It is a song about commitment.

Explain your answer with reference to the song. (6 marks)

Award **ex 6** marks

Candidates will agree with **one** of the above statements and will support this with relevant lines / images from the song

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

(c) Explain in your own words what you think the following lyric from the song means:

“your soul can never grow old, it's evergreen” (6 marks)

Award **ex 6** marks

Candidates will explain in their own words what they think the lyric means.

Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks.

(d) Name a poem or popular song that you have studied. You may **NOT** use *Thinking Out Loud* in your answer.

- Select two images from your chosen poem or song that appeal to you and explain their appeal.
- Write a personal response to either the theme or mood of your chosen poem or song.

(12 marks)

Two images/explanation	Personal response theme or mood
Award ex 3 marks + ex 3 marks	Award ex 6 marks

Candidates will name a poem or a popular song. Reward any valid answer appropriately. Answers must be relevant and developed to merit full marks. Reward personal reflection.

