



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2010

MARKING SCHEME

ENGLISH

HIGHER LEVEL

The reading passage presents an autobiographical extract from the life of Dave Evans (Edge) which offers the candidate plenty of scope for engagement.

1. *Trace the growing importance of music during the course of Edge's (Dave Evans) youth. Support your answer with reference to the text.*

Candidates should clearly demonstrate the **growing** importance of music in Edge's life. e.g.

- played along to the TV with knitting needles and biscuit tins at age 2
- given small Spanish guitar when he was 7
- couldn't tune it – didn't even know how to hold it – it was so cool
- mother bought first guitar for one pound
- it was rough but he played it in tune
- taught first chords by brother, Richard
- played incessantly at home
- music played major part in his interaction with friends as he grew up
- watched music TV, read music magazines
- saw David 'Barney' Barnett drumming with his band and was 'stunned'
- wanted to join a band
- etc.

Expect candidates to refer to a number of examples of music in Edge's life as well as discussing the growing importance of music in his life. Candidates should refer to the extract in support of their points.

marking: imp ex 10

2. *Basing your answer on evidence from the passage, do you think Edge (Dave Evans) was a happy teenager?*

Candidates may either agree or disagree (or both) with this statement. It is not explicitly stated in the extract whether Edge was a happy teenager. Candidates should focus on Edge's teenage years.

Agree-

- recalls his teenage years fondly/with good humour
- had a "supportive home life"
- great rapport with his brother, Richard
- enjoyed many activities watching TV, meeting friends, interest in music
- friends shared a common love of music
- etc.

Disagree-

- may have carried over insecurities from his toddler years

- concerned about his appearance ; “nothing special”; “Ugly duckling”, “full *Mad* magazine look”
- his mother used to shout at him
- he couldn’t afford such luxuries as ‘NME’ and ‘Sounds’.
- etc.

Expect candidate to present a clear argument based on either a number of points well expressed or a global response well supported from the text.
marking: imp ex 15

3. *This passage is written in an autobiographical style. Identify two aspects of this style evident in the passage and comment on their effect on you as a reader.*

The concept of autobiographical style should be interpreted broadly.

Possible aspects –

- written in the first person: “I was a cute toddler...”
- based on personal recollection and narrative.
- contains personal insights and anecdotes, perhaps unknown to others
- can put past events and relationships in context
- an authentic voice
- subjective in nature
- nostalgic tone
- etc.

Expect candidate to identify two aspects of autobiographical style and to comment on their effect on the candidate as reader. Candidate could make a number of points, well expressed, or a global response well supported from the text.

marking: imp ex 15

SECTION 2: PERSONAL WRITING 70 MARKS

Underline errors of grammar and punctuation in answers to this section.

Mark by impression ex 70. Use the alternative breakdown marking system, outlined below, to cross check your result.

Marking Breakdown

Content	20
Structure	15
Expression	30
<u>Mechanics</u>	<u>5</u>
Total	70

Except where a style is stipulated, candidates may choose to treat their choice of title in a variety of different genres: e.g. discursive, persuasive, descriptive, narrative/short story, etc.

1. *Music in my life.*

Allow for a variety of responses inspired by the title.

2. *Write a composition beginning with the lines ‘I was a very cute toddler; I’ve seen the photographs.’*

Allow for a variety of responses including narrative, descriptive etc. Given sentence should be included.

3. *The beauty of quiet places.*

Allow for a variety of responses inspired by the title.

4. *My most useful possessions.*

Allow for a variety of responses inspired by the title. Allow for a broad interpretation of ‘useful’.

5. *You and some friends enter a major talent competition. Write a series of diary entries recording your experiences.*

Allow for a variety of diary formats and styles but expect consistency throughout.

6. *Write a speech for OR against the motion: ‘All teenagers should have to participate in sport’*

Expect answers to show awareness of a style appropriate to the delivery of a speech.

7. *A talent I would like to have.*

Allow for a variety of responses inspired by the title. Allow for a broad interpretation of ‘talent’.

8. *Write a story which includes the words, ‘I wish I had listened’.*

Allow for a variety of responses inspired by the title. Given sentence should be included.

Marking: imp.ex 70 cross-referenced with marking breakdown (CSEM).
Breakdown marks must be shown on the script

SECTION 3: FUNCTIONAL WRITING 30 MARKS

Underline errors of grammar and punctuation in answers to this section.

1. *Imagine you are a journalist with your school magazine. Write a report of a recent sports event involving your school team. Try to capture the atmosphere of the event for your readers.*

Expect candidate to write a suitable report having regard to atmosphere, target audience, register and idiom. Allow for a variety of responses. Judge each answer on its internal merits and coherence.

Marking: imp. ex 30 cross referenced with alternative marking system (CSEM).

Breakdown marks must be shown on the script

OR

2. *A major music magazine is running a competition called TOP TALENT 2010. Using no more than 150 words readers are invited to nominate their favourite band or solo act for the competition, describing their talent, their achievements, what qualities make them TOP TALENT, etc. Write the 150 words you would use to nominate your favourite band or solo act.*

Expect candidate to write a suitable nomination having regard to the details outlined in the question as well as target audience, register and idiom. Allow for a variety of responses. Judge each answer on its internal merits and coherence.

Marking: imp. ex 30 cross referenced with alternative marking system (CSEM).

Breakdown marks must be shown on the script

Examine carefully the advertisements that appear on Pages 2 and 3 of Paper X which accompanies this examination paper, and answer the following questions.

- 1 (a) i) *What is the advertisement on Page 2 of Paper X advertising?*

Expect candidate to identify the Irish Examiner's coverage of GAA.

marking: imp. ex 5

- ii) *What is the advertisement on Page 3 of Paper X advertising?*

Expect candidates to identify RTE's online coverage of GAA.

marking: imp. ex 5

- 1 (b) *Do you think the target market is the same for both of these advertisements? Explain your answer.*

Candidates may agree or disagree (or both) that the target market is the same for both advertisements.

Possible aspects of similarity –

- sports fans interested in news and coverage of GAA games
- newspapers can be accessed online
- etc.

Possible aspects of difference –

- page 2 could appeal to an older audience which prefers print media
- page 3 could appeal to:
 - a younger audience which prefers online and broadcast media
 - those who want up to the minute real time coverage
 - those who want to interact with the coverage online via chat-rooms etc
- etc.

Expect candidate to present a clear statement including several points well supported from the supplied text.

marking: imp. ex 10

1 (c) Compare the visual imagery used in both of these advertisements and decide which one you find most effective. Explain your answer with reference to both advertisements.

Expect candidates to discuss and compare the visual imagery in each of the advertisements and to state clearly which one they find more effective. Possible points include:

Irish Examiner

- clever use of hurleys, sliotars and football (the bones of the players)
- visual pun with headline “We’re GAA to the bone”
- visuals are eye-catching, unusual and appealing
- minimalist design – the ad is not overcrowded
- colours: blue (sky?) (true blue?) and white (sun?) suggest the summer hurling season
- sophisticated footer banner – alternating of white and blue for foreground and background
- etc.

www.rte.ie/gaa

- use of prominent colourful action photo suggesting action/excitement
- use of real and recognizable players
- good balance between photo and text
- dynamic layout of text sloping across the page
- clever use of font and font size
- contrast between font colours, green and white, to focus attention
- etc.

Expect candidate to identify and discuss elements of visual imagery in each advertisement and to comment on which is the more effective.

marking: imp. ex 20

OR

2. *Reviews of concerts, plays, books and movies are a common feature across a variety of media. Read the extract from Tony Clayton-Lea's review of a Snow Patrol concert at the Olympia, Dublin that appears on Page 4 of Paper X which accompanies this examination paper, and answer the following questions.*

2(a) *From the extract identify two typical features of a review by a music or theatre critic and explain why you think these are typical features.*

Possible typical features could include:

- naming of band, venue, performers etc
- subjective style: written in first person
- judgmental style offering point of view, opinion etc
- distinctive idiom, register, vocabulary etc.
- etc.

Expect candidate to identify two features and to discuss them with detailed reference to the supplied text. Interpret 'typical' broadly.

marking: imp. ex 20

2(b) *To what extent would you be influenced by either a good or a bad review of a play, concert, or movie you had intended to go to see? Explain your answer.*

Expect candidate to outline the extent to which they would be influenced by reading a good or bad review.

Possible points include:

- good review might encourage the reader to go to see an event
- bad review might sway a decision not to go, or to go to see how bad it is!
- bad review might rouse curiosity in the event or show
- reader may be uninfluenced by reviews, preferring to make up their own mind
- reader may be influenced by fame, expertise or celebrity status of the reviewer
- reader may be protective of their celebrity performer
- etc.

Expect candidate to discuss the influence of reviews, presenting a clear argument in support.

marking: imp. ex 20

A Shakespearean Drama (answer any 2 of the 3 questions) 30 Marks

1. *From your reading of the extract, what kind of relationship do you think exists between Virgilia and her mother-in-law, Volumnia? Support your answer with reference to the extract.*

Candidates should indicate what kind of relationship (good/bad/unequal/difficult, etc) they think exists between Virgilia and her mother-in-law. Candidates could refer to;

- the relationship is tense; mutually critical; recriminating
- they are united by their relationships with Marcius - Virgilia loves Marcius and wants to protect him, Volumnia loves Marcius but would prefer him dead than dishonoured
- Volumnia is critical of Virgilia – “Away you fool”
- Volumnia sees Virgilia as inadequate “sing or express yourself ...”
- Volumnia orders Virgilia about/domineering
- Volumnia provides support for timid Virgilia in Marcius’ absence
- etc

Expect candidate to present several points well expressed or a global discussion well developed with supporting reference to the text.

marking: imp. ex 15

2. *Your school is auditioning for a forthcoming production of Coriolanus. Based on your reading of the above extract, which of the three characters, Volumnia, Virgilia or Valeria would you most like to audition for? Explain your answer with reference to the extract.*

Expect candidate to choose one character and to explain their choice with supporting reference to the text.

marking: imp. ex 15

3. *Imagine that Marcius comes on stage to speak at the end of this extract. Based on information supplied in the extract, write out the lines that you imagine Marcius would speak and briefly explain why you think this speech would be appropriate in the circumstances.*

Expect candidate to write a suitable speech having regard to the extract. Candidate should also explain why the speech is appropriate.

marking: imp. ex 15

B Other Drama (answer any 2 of the 3 questions) 30 Marks

- 1. From your reading of the extract, what kind of relationship exists between Brenda and her mother, Bridie? Support your answer with reference to the extract.**

Candidates should indicate what kind of relationship (good/bad/unequal/difficult, etc.) they think exists between Brenda and Bridie.

Candidates could refer to the fact that the relationship is:

Superficially polite and civil

- they chat and take tea together
- they chat about tea and curtains and Desmond's likes and dislikes
- evidence suggests both make efforts to please e.g. making tea, praising curtains
- etc

Tense and fraught

- each topic of discussion becomes a subject of argument
- stage asides indicate tension: Brenda – reasonably; smiling – slams cup and saucer down on trolley; Bridie – wounded
- their conversation is edgy and combative
- Bridie not tolerant of Brenda's views – sniping tone
- etc.

Distant and unhappy

- lacking intimacy - Bridie doesn't know Brenda's preference for tea
- Bridie and Brenda argue over Desmond's preferences
- not close – Brenda in Australia
- etc.

Expect candidate to present several points well expressed or a global discussion well developed with supporting reference to the text.

marking: imp. ex 15

2. *In your opinion is this extract serious or humorous or a mixture of both? Explain your answer with reference to the extract.*

Candidates may decide the extract is humorous and/or serious.

Humorous

- relationship between characters characterised by petty exchanges
- the presence and reactions of the ghost
- tongue-in-cheek tone: “black tea; out of the blue”
- confusion re colour of the curtains
- Bridie and Peace seem like a comedy double act in a soap
- etc.

Serious

- underlying tension between Brenda and the older women
- poor relationship between mother and daughter
- reference to relationship between Brenda’s mother and father
- stage directions – (*Showing strain*)
- triviality of conversation suggesting an inability to communicate.
- etc.

Expect candidate to express a clear view well supported from the text.

marking: imp. ex 15

3. *The ghost, Desmond, reacts three times in the course of this extract. In each of these three cases explain why he reacts. What effect do you think his reactions would have on an audience?*

Candidates could refer to:

- Desmond reacts when he hears his name being mentioned and realises that they are talking about him
- Desmond reacts to Brenda’s comments on his preference for underdone meat
- Desmond reacts to Bridie’s comments on his pretended preference for underdone meat, “trying to impress people”
- audience could be startled; frightened; amused
- etc.

Expect candidate to provide a plausible account of, and explanation for, Desmond’s reactions, well supported from the text. Answers should also refer to the effect of Desmond’s reactions on the audience.

marking: imp. ex 15

Drama Q.2 (answer either question)

1. *Tension between characters is a common feature in drama. From a play you have studied choose two characters who have a tense relationship.*

(a) *Explain the reason(s) for the tension that exists between these two characters.*

Candidates should identify two characters from their chosen play and explain clearly the tension, and its causes, which exists between their chosen characters.

Expect candidate to identify, discuss and explain tension between two characters in their chosen play, well supported by reference to the text.

marking: imp. ex 15

(b) *Imagine you are directing a stage production of this play. Select a scene where this tension is evident and explain what you, as director, would do to convey the tension between these two characters on stage.*

Candidates should show an understanding of dramatic tension and how it could be conveyed through stage directions. Candidates could refer to such devices as:

- body language, gestures etc.
- dialogue – tone of voice
- facial expression etc.
- silence
- use of props, costume
- sound, lighting
- choreography
- etc.

Expect candidate to provide stage directions which convey tension, well supported by reference to the text.

marking: imp. ex 15

OR

2. *Often the closing scenes of a play have a powerful impact on an audience. Name a play you have studied and explain what impact the closing scenes had on you. Support your answer by reference to the play.*

In your answer you might wish to consider some of the following: the feelings you were left with at the end of the play, the outcome of the issues raised during the play, how you were affected by what happened to the characters, if the ending was shocking or unexpected, etc.

Expect candidates to provide an account of closing scenes with discussion of the effect it had on them. Interpret ‘closing scenes’ broadly.

marking: imp. ex 30

(answer any 2 of the 3 questions)

UNSEEN POETRY

30 MARKS

1. *From your reading of the poem what do you learn about the relationship between the poet and his child? Base your answer on evidence from the poem.*

Candidates could suggest that the relationship is a good one although a well-argued answer for a poor relationship should also be considered.

Candidates could refer to:

- the poet feeling protective towards the child –
“I carry you back to the car”
“I clutch you tightly for fear...”
- the poet is concerned about the age difference between himself and the child:
“I could be mistaken for your grandfather”
- the poet cares deeply for the child
“I hold you tighter still”
- the poet’s poignant realisation that he will not live to see his child grow up
“Knowing that I will never see you dressed for the ball”
- etc.

Expect candidates to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

2. *Do you think the poet captures the scene well in this poem? Support your answer with reference to the poem.*

Candidates can agree, disagree, or both, that the poet captures the scene well.

Candidates could refer to:

- Descriptions of the physical setting:
 - night, midwinter, etc.
 - on the street at the car following the pantomime
- Descriptions of the emotional scene
 - older father with young child,
 - reflections on their relationship
- etc.

References to the magical world of pantomime and real world

- imagery

- descriptive details
- use of language
- etc.

Expect candidates to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

3. *Do you think this poem is sad or happy or a mixture of both? Explain your answer with reference to the poem.*

Candidates can agree that the poem is happy, sad or a mixture of both but should express a clear point of view.

The poem is **happy** because:

- the poet and his child are out together for a trip to the pantomime
- the poet loves his child and enjoys their time together
- the poet is deeply concerned for his child which is the basis of a happy relationship

The poem is **sad** because:

- the poet is an older man who knows he will not live to see his child grow to adulthood
- he realises that he will not be there to protect her as she grows
- the poet is preoccupied with the brevity of time
- he won't have time to get to grips with raising his child
- use of poetic techniques to convey mood of sadness "More time; Must go"
- the poet feels inadequate: "and fumble with straps I have yet to master"
- etc.

Expect candidates to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

STUDIED POETRY

30 MARKS

N.B. Candidates may not use the poem provided in the unseen section.

1. *Choose a poem you have studied in which the poet deals with an important issue.*

- a) *Explain what the poet had to say about the important issue in the poem.*

Candidates should clearly identify one or more issues addressed in their chosen poem.

Expect candidate to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

- b) *What insights into the issue did you get from studying this poem? Explain your answer with reference to the poem.*

Allow broad interpretation of the terms ‘important’ and ‘issue’.
Candidates should provide insights in the sense of awareness, understanding, knowledge, feelings etc. well supported by reference to their chosen poem.

Expect candidate to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

OR

2. *Imagine you have to recommend one poem that you have studied for a new publication entitled – A Book of Favourite Poems for Young People of the 21st Century.*

Name the poem you would choose and explain why this particular poem would be suitable for inclusion in this collection.

In your answer you may wish to consider some of the following; the poem’s theme, the way the poet uses language, the imagery, tone and / or mood, the structure of the poem, etc.

Candidates should name their chosen poem and poet.

Expect candidates to provide a detailed explanation, including detailed reference to their chosen poem, justifying their choice of poem and the reasons for its inclusion in the publication.

marking: imp. ex 30

PAPER 2 SECTION 3: FICTION 60 MARKS

UNSEEN FICTION (answer any 2 of the 3 questions) 30 MARKS

1. *From your reading of the passage what do you learn about the character of Sam? Support your answer with reference to the passage.*

Candidates could refer to Sam being:

- honest: “after weeks of making an idiot of myself”
- self-deprecating : “I have never ever caused a fight between teachers”
- positive: “so things were ticking along quite nicely”
- passionate about skateboarding
- good humoured
- artistic and imaginative
- wacky: he talks to posters
- etc.

Expect candidates to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

2. *Nick Hornby, the author of Slam, has described the novel as being “about and hopefully for teenagers”. From what you have read of this extract, do you think he has achieved his aim?*

Candidates can agree, disagree or both, with the statement in the question.

Hornby has achieved his aim:

- the story is about teenagers and skateboarding, which would appeal to this audience
- Sam has a typical teenage relationship with his mother
- Sam hero worships Tony Hawke as a celebrity champion skateboarder
- language and idiom of the passage
- etc.

Hornby has not achieved his aim:

- not all teenagers are interested in skateboarding
- Sam is not a typical teenager
- teenagers would never admit to talking to posters
- some readers won't like this book's style / genre
- etc.

Expect candidates to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

3. *In the passage Sam tells us that he sometimes holds imaginary conversations with his skateboarding hero, Tony Hawke. Based on the information from the extract, write out the conversation that might take place between Sam and Tony.*

Expect a dialogue, in real or reported speech, between Sam and Tony Hawke. Candidates should write a dialogue consistent with the characters and content of the extract provided.

marking: imp. ex 15

STUDIED FICTION

30 MARKS

1. *Novels and short stories often surprise the reader with an unexpected development.*
- (a) *Briefly describe such a development in a novel or short story you have studied.*

Interpret ‘development’ broadly as it could refer to character, plot or the reader’s overall impression of the novel / short story.

Expect candidate to provide a clear description of a development in their chosen text well supported by reference to that text.

marking: imp. ex 15

- (b) *Did this development add to your enjoyment of the book? Explain your answer with reference to the novel or short story.*

Interpret ‘enjoy’ broadly. Candidates may agree and / or disagree with the question.

Expect candidate to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 15

OR

2. *You have been asked to rate a novel or short story you have studied according to the following scale:*

- ***** Will change your life!*
- **** Highly recommended*
- *** A good read*
- ** Average*
- * Disappointing*

Choose the rating that you feel is appropriate. Explain your choice with reference to the novel or short story. In your answer you may wish to consider some of the following; plot, character, atmosphere, relevance to your age group, insights gained, language or any other aspect you feel is relevant.

Candidates should provide a well written rating for their chosen novel or short story having regard, implicitly or explicitly, to the headings listed in the question.

Expect candidates to present a number of points well expressed, or a global response, well supported from the text.

marking: imp. ex 30

