



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION, 2014

ENGLISH - ORDINARY LEVEL

360 marks

WEDNESDAY, 4 JUNE, MORNING, 9.30 to 12.00

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.

Making a Difference

‘It all started when someone in our class came in, asking about organ donation,’ explains Claire. ‘This is where a person decides to donate their organs so that other people who are very sick could be given healthy organs.’ This gave rise to a lot of classroom discussion. ‘We realised that nobody really knew what this was about; a lot of people didn't really understand it,’ Claire recalls.

The class decided to educate teenagers about the option of carrying an organ donation card. ‘If you inform people when they are young, it will just become something people do automatically,’ Claire explains. She said that research shows that although most people supported organ donation, only thirty per cent had organ donation cards.

‘We conducted surveys, and when we asked young people, the vast majority wanted to learn more about organ donation. They wanted to learn about it in school instead of online or in a doctor’s surgery.’ The class did some more research to find out the reasons why more people didn’t carry organ donation cards. Claire's classmate, Clodagh, found that lack of awareness was a huge issue. ‘People told us that they didn’t know enough about it or hadn’t gotten around to getting a card,’ Clodagh explains.

By the end of the school year the entire class, as well as a lot of fellow transition year students, owned organ donation cards. Then they began to think big. They designed a school pack that would give teachers and students all the information they needed about organ donation. They entered the 'Young Social Innovators' competition and won €1,500 for the school pack they had designed.

They are now working to create 800 packs that will go to schools all over the country. The pack will contain notes, worksheets, and of course, organ donation cards. They also plan on interviewing people affected by organ donation and plan to include videos of these interviews in their packs. ‘It was seeing the people affected that really got us passionate about this,’ says Clodagh. ‘Even if we had never won, to know that what we have done could potentially save someone's life is so overwhelming.’

One person who knows the difference this could make is James Reynolds. James was only five weeks old when he was first diagnosed with kidney problems. By the time he was eighteen, he was going into hospital for treatment three times a week, for four hours each time. ‘I missed half of fifth year and was sick during my Leaving Certificate,’ he recalls.

James received a kidney transplant four years ago but he vividly remembers the lack of awareness among his classmates. ‘None of my friends knew about organ donation,’ he said, adding that he has been blown away by what these Young Social Innovators have accomplished. ‘What they’ve done is amazing,’ he said. ‘They got so much attention focused on organ donation – it really made me smile!’

Based on an article by Nathalie Marquez Courtney for the Irish Independent.

This text has been adapted from the original, for the purpose of assessment, without the author's prior consent.

Find answers to the following in the above text.

- A**
1. What type of card did the class want teenagers to carry? (5)
 2. According to research, what percentage of people had organ donation cards? (5)
 3. What did the girls design? (5)
 4. What competition did they enter? (5)
- B** What reasons did people give for not carrying an organ donation card? (10)
- C** Do you think that Claire and Clodagh's idea to develop an information pack for schools is a good idea? Give reasons for your answer. (10)
- D** What do you think Clodagh means when she says:
'Even if we had never won, to know that what we have done could potentially save someone's life is so overwhelming.'? (10)
- E** Explain any **TWO** of the following in your own words:
1. ... something people do automatically.
 2. ... they began to think big.
 3. ... really got us passionate about this ...
 4. ... he vividly remembers ... (10)

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

PICK ONLY ONE TOPIC

- A** Childhood Memories
- B** Don't look down!
- C** *It took a lot of hard work but it was worth it in the end just to see ...*
Write a composition which includes the above sentence.
- D** The Mysterious Box
- E** Friendship
- F** Derek: *Listen! Did you hear that?*
Chrissie: *Don't worry, it's nothing.*
Write a story that includes the above conversation.
- G** Write a story that includes **both** of the following elements:
- An unusual young person
 - and**
 - A surprising discovery.
- H** I knew I had invented something that would change the world.

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

PICK ONLY ONE TOPIC

A As captain of a winning team you have been asked to make a victory speech. Write the text of the **speech** you would give.

In the **speech** you should:

- Describe the experience you have just had
- Outline your hopes for the team in the future.

OR

B You have just found out that the new phone you bought is faulty. Write a formal **letter** of complaint to the manufacturers.

In your **letter** you should:

- Describe the problems you have had with the phone
- Outline the actions you would like the manufacturers to take.

Read this poem and then answer the questions which follow it.

Daddy Fell into the Pond.

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,
THEN
Daddy fell into the pond!

And everyone's face grew merry and bright,
And Timothy danced for sheer delight.
"Give me the camera, quick, oh quick!
He's crawling out of the duckweed."
Click!

Then the gardener suddenly slapped his knee,
And doubled up, shaking silently,
And the ducks all quacked as if they were daft
And it sounded as if the old drake laughed.

Oh, there wasn't a thing that didn't respond
WHEN
Daddy fell into the pond!

Alfred Noyes

This text has been adapted from the original, for the purpose of assessment, without the author's prior consent.

- A** 1. How did Timothy react when Daddy fell into the pond? (5)
2. How did the gardener react when Daddy fell into the pond? (5)
- B** Describe the mood in the opening stanza of this poem. (10)
- C** The poet uses images and sounds in this poem very cleverly. Do you agree?
Give reasons for your answer. (10)
- D** Based on your reading of this poem, write a short conversation that might take place between Daddy and Timothy when Daddy gets out of the pond. (10)
- E** Choose **another** poem you have studied that creates interesting pictures in your mind.
- Name the poem and the poet.
 - Describe one picture that the poem creates in your mind.
 - What mood does this picture help to create in the poem? Explain your answer. (20)

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

SECTION 5:

FICTION

[60]

Read this extract, adapted from *iBoy* by Kevin Brooks and answer the questions which follow it.
The extract begins and ends with someone throwing a mobile phone that hits Tom Harvey on the head.

The mobile phone that shattered my skull was an iPhone 3GS. It weighed 135 grammes and at the time of impact it was travelling at approximately 77 miles per hour. Of course, I didn't know any of this at the time. All I knew at the time, the only thing I was vaguely aware of, was a small black object hurtling down through the afternoon sky towards me, and then ...

CRACK!

A momentary flash of blinding pain ...

And then nothing.

Twenty minutes earlier, everything had been perfectly normal. It was Friday 5th March, and the streets were still mushy with the remains of last week's snow. I'd left school at the usual time, feeling pretty much the same as I always felt. I was just my perfectly normal ordinary self. I was Tom Harvey, a sixteen-year-old kid from South London. I had no major problems, no secrets, no terrors, no vices, no nightmares, no special talents ... I had no story to tell. I had my hopes and dreams, of course, just like everyone else. But that's all they were – hopes and dreams.

And I suppose one of those hopes, one of those dreams, was the girl I was thinking about as I made my way along the High Street. The girl's name was Lucy Walker. I'd known Lucy for years, since we were both little kids and we used to live next door to each other. Her mum used to babysit for my gran sometimes and my gran would babysit for her mum, and then later on, when we were both a bit older, me and Lucy used to spend a lot of time playing together – on the swings and stuff at the kids' playground.

Lucy didn't live next door to me anymore. I'd see her at school sometimes, and occasionally we'd walk back home together, and every now and then I'd go round to her place and hang around for a while, or she'd come over to mine. But we didn't play on the swings together any more. And I kind of missed that. I missed a lot about Lucy Walker.

So it had been kind of nice when she'd come up to me in the school playground earlier that day and asked if I could come round to her place after school.

‘I need to talk to you about something,’ she'd said.

‘OK,’ I'd told her. ‘No problem ... what time?’

‘About four?’

‘OK.’

‘Thanks, Tom.’

And I'd been thinking about her ever since.

I remember realising, as I headed across the square, that despite the mush of snow on the ground and the icy chill to the air, it was actually a really nice day – crisp and fresh, bright and clear, birds singing in a sunny spring sky. I paused for a moment, looking at my watch, wondering if I was too early. Four o'clock, Lucy had said ...

I was about to get going again when I heard a distant shout from above.

‘Hey, HARVEY!’

I looked up. And that's when I saw it – that small black object, hurtling down through the bright blue sky towards me, and then ...

CRACK!

This text has been adapted from the original, for the purpose of assessment, without the author's prior consent.

- A** 1. What was the small black object that hit Tom? (5)
2. Who is Tom on his way to see when the incident occurs? (5)
- B** From your reading of this passage, what impression do you get of Tom Harvey?
Give reasons for your answer. (10)
- C** Do you think that Tom and Lucy have a good friendship?
Give reasons for your answer. (10)
- D** Write a paragraph in which you continue this story and describe what happens next.
Your answer should be based on what you learn in the passage. (10)
- E** Name a **NOVEL** or a **SHORT STORY** you have studied where two characters have **either** a good relationship **or** a bad relationship with each other. (20)
- Describe the two characters.
 - Describe one event from the story which shows that the two characters have **either** a good relationship **or** a bad relationship.
 - Explain why this event shows that they have **either** a good relationship **or** a bad relationship with each other.

Read this scene, adapted from *Hope Springs* by Richard Conlon and then answer the questions which follow.

Hope Springs is a school on a remote island that deals with troublesome teenagers. When all communication is lost with the island, a school inspector and an assistant visit Hope Springs, unaware that the pupils have taken over the island.

Inspector: *(looking around)* Fantastic place.

Assistant: Looks just like in that promotional video.

Inspector: Well it would, wouldn't it?

Two of the pupils arrive, unseen by the Inspector and Assistant.

Pupil One: Hi! Can I help you?

Inspector: *(surprised)* Oh, hello. Well I do hope so.

Pupil One: *(with an air of relief)* So ... you're the School Inspector?

Inspector: *(slightly confused)* That's right.

Pupil One: That must be such interesting work. And you're here to ...?

Inspector: Just to have a look around. Nothing serious. We have never actually visited before, you see. There's obviously been some problem with the communications.

Pupil One: *(mock surprise)* Has there? Really?

Inspector: Yes, very unusual for everything to go down – landlines, emails, mobiles ... everything.

Pupil One: Oh ... yes, of course. There was a problem – last night – but it's OK now.

Pupil Two: Like you said, 'nothing serious.'

Inspector: Good. Well we thought we'd make sure everything was all right.

Assistant: *(as if asking for a name)* And you are?

Pupil One: *(evasively)* I am ... here to show you around. And how long will you be with us?

Inspector: Just as long as it takes to get the feel of the place.

Pupil One: Right.

Inspector: Should we follow you then?

Pupil One: Yes, sorry, of course, what am I thinking?

Pupil Two: I'll make sure your boat is safe.

Inspector: Much appreciated.

Pupil Two: No problem. Leave it to me.

Pupil One: And please, let me take your coats and briefcases and things.

They pass them across.

Assistant: Thank you very much.

Pupil One: (*smirks*) My pleasure. Believe me.

This text has been adapted from the original, for the purpose of assessment, without the author's prior consent.

- A** From your reading of this extract, do you like or dislike Pupil One?
Give reasons for your answer. (10)
- B** Do you think the Inspector and the Assistant suspect that there is anything wrong on the island? Give reasons for your answer. (10)
- C** Imagine that this scene is going to be performed on stage.
- Describe the clothes you think Pupil One should wear.
Give a reason for your answer.
 - Suggest **one** prop that you think would be useful in this scene.
Give a reason for your answer. (10)
- D** Imagine that you are directing this scene.
What do you think the actor playing the part of the Inspector should do when he says each of the following lines? Give reasons for your answers. (10)
- 'Well we thought we'd make sure everything was all right.'* **AND** *'Should we follow you then?'*
- E** Name a **PLAY** or **FILM** you have studied where a character did something that surprised the audience.
- What did the character do that was surprising?
 - Why was this behaviour surprising?
 - Did this surprising behaviour make the character more likeable or less likeable?
Give a reason for your answer. (20)

Examine carefully the book cover on **Page 2** of **Paper X** and the DVD cover on **Page 3** of **Paper X** and then answer the questions below.

- A** (i) According to the cover on **Page 2** of **Paper X**, who wrote the book? (5)
- (ii) According to the cover on **Page 3** of **Paper X**, who made the film? (5)
- B** Which of the two cover designs do you prefer? Give reasons for your answer. (10)
- C** Based on what you can see on **Page 2** and **Page 3** of **Paper X**, write a short blurb to appear on the back of the book cover to encourage people to read the book. (10)
- D** Which do you think is more enjoyable, reading a book or watching a film version of the same book? Give reasons for your answer. (10)
- E** You have been asked to turn a story that you have read into a film.
- Name the story that you would choose.
 - What scene from the story do you think would make a good scene in a film? Give reasons for your answer.
 - Suggest one special effect that could be used, to make the film more exciting. Explain your answer. (20)