



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2012

Marking Scheme

ENGLISH

Higher Level

1. *Based on the findings of the Associated Press survey, mentioned in paragraph four, would you describe the experience of young news consumers as positive? Explain your answer with reference to the text.*

Answering could refer to points including:

Young consumers

- in a state of ‘learned helplessness’
- overwhelmed and unsatisfied
- looking for meaningful news, depth and background but getting shallow updates
- etc

Expect candidates to make a clear statement regarding the experience of young news consumers supported by reference to the text provided.

marking: imp ex 10

2. *From your reading of the above extract, what do you think is the most significant challenge facing news journalists today? Explain your answer.*

Answering could include reference to:

- world awash with information.
- the advent of the 24 hour news channels and compression of the news cycle
- preventing the burial of important stories in the avalanche of news
- pressure to constantly produce the “latest news”
- competition from social media
- constant change – technological, social, expectations
- trying to find an appropriate balance – important stories vs latest stories
- etc

Candidates should identify and explain, with reference to the text provided, what, in their view, is the most significant challenge facing news journalist today.

marking: imp ex 15

3. *Do you think the writer, Matt Thompson, is optimistic about the future development of news journalism? Give reasons for your answer.*

Answering could refer to Matt Thompson being **optimistic** because he writes of:

- enormous demand for news
- expansion of news media
- involvement of readers/consumers in the process
- possibilities offered by digital media
- possibility of a new mind-set/philosophy/approach
- his attempt to imagine future beyond news as we know it
- his belief that journalism may yet have its golden age
- etc

or that he is **not optimistic** because he writes of:

- the avalanche of news burying important stories
- young consumers left overwhelmed and unsatisfied
- the obsession with novelty
- the limitations of social media
- competition from social media
- the demands of 24-hour news cycle
- etc

Candidates may agree, disagree or both, that Matt Thompson is optimistic about the future development of news journalism. Expect a well-argued answer supported from the text provided.

marking: imp ex 15

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

Mark by impression ex 70. Use the alternative breakdown marking system (CSEM) to cross check your result.

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. Regard each title as an invitation to write rather than as a narrow prescription.

- 1. As part of your job as a newspaper journalist you get to work on a major news story. Write a composition based on your experience.***

Allow for broad interpretation of ‘major news story’.

- 2. Not all beauty is found in nature. Write a composition in which you describe and explain the beauty that you find in man-made objects, e.g. buildings, machinery, technology, etc.***

Allow for broad interpretation of ‘beauty and also of ‘man made objects’

- 3. Write a composition inspired by the following phrase: ‘...it was immediately clear that only a super-human force could have been responsible...’***

Expect a story inspired by the given phrase though not necessarily including that phrase.

- 4. Write a story involving a case of mistaken identity.***

Expect a story. Allow for a broad interpretation of ‘mistaken identity’.

- 5. Write a speech for OR against the motion: ‘Too many young people young people today have unhealthy lifestyles’.***

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

- 6. The importance of friends in my life.***

Expect answering in a wide variety of styles and genres.

7. *Write a short story inspired by the image that appears on Page 2 of Paper X that accompanies this examination paper.*

Expect a story. The supplied image is for inspiration and does not need to be referred to literally or specifically.

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

Marking Breakdown (CSEM)

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

SECTION 3:**FUNCTIONAL WRITING****30 MARKS**

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

1. *Your school has decided to remove the books from your school library and turn the space into an Internet access facility for students. Write an article for your school magazine in which you respond to this decision.*

Answering could refer to points **supporting the move** such as:

- teenagers more likely to use the internet facilities rather than the books – might refer to personal experience
- library reference books more likely to be dated, constant info updates on line
- books are expensive, schools may not be in a position to update stock
- students not interested in reading what is on the shelves
- much of what is available in books is available on-line – e-readers, etc
- space issues – books require a lot of storage space
- could compensate for students who do not have these facilities at home
- etc

Answering could refer to points **opposing the move** such as:

- emotional attachment to a real life book - more attractive to readers
- much of what is available on-line is inappropriate to a school setting – schools would have to block access to inappropriate sites
- computers are expensive – fewer students could access the facilities than could simultaneously read books
- students spend too much time engaging with computers already and could abuse the opportunity by visiting social networking sites and the like.
- etc

Answering could include a **combined response**:

- school could have both – retain books whilst providing computer facilities akin to public libraries

Expect an article in a style appropriate to a school magazine judged in terms of target readership, register and idiom. Judge the appropriateness of the style by its internal coherence. The article should put forward a clear response to the proposal of the question.

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

CSEM breakdown marks must be shown on the script

OR

2. *Look at the images on Page 3 of Paper X that accompanies this examination paper. These images appear in the prospectus for Kildeasy Secondary School. Using the images as a starting point, write a piece, suitable for publication in the school's prospectus, representing a student's experience of the school.*

Candidates should write constructively about Kildeasy school in an appropriate style judged by its internal coherence. The images provided on Paper X are for inspiration and do not have to feature explicitly in answering.

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

CSEM breakdown marks must be shown on the script

Marking Breakdown (CSEM)

Content	8
Structure	7
Expression	12
<u>Mechanics</u>	<u>3</u>
Total	30

Product placement occurs when a company pays for its product to be placed in a prominent position as a form of advertising. This practice is increasingly common in films, music videos and television shows, etc.

Read the article about product placement that appears on Page 4 of Paper X which accompanies this examination paper and answer the following questions.

1.(a) (i) Outline one possible advantage and one possible disadvantage of the use of product placement as an advertising technique.

Possible advantages – mainly for the advertiser/brand:

- consumers cannot avoid this form of advertising by ‘fast-forwarding’
- provides access to target markets
- can associate product with celebrities, successful shows, films, people, etc – allows a product to piggy-back on pre-existing success
- builds brand loyalty by association
- can show case a product in attractive surrounding
- etc

Possible disadvantages:

- can back fire if the popularity of the celebrity or show wanes
- can be an expensive form of advertising
- can be unintentionally associated with scandal etc
- no escape for the consumer
- could be seen as exploitative of consumers – perhaps unaware of the advertising element
- can be distracting for viewers
- can limit the possibilities for scripting
- can be overused and breed cynicism in the consumer
- can undermine the credibility of the programme or film by appearing contrived
- etc

Candidates should outline one possible advantage and one possible disadvantage, viewed from any perspective (consumer, broadcaster, advertiser etc.) of product placement. Text provided on paper X may be referred to though it does not need to explicitly feature in answering.

marking: imp ex 10

1.(a)(ii) *Do you think that product placement is a good way to advertise a product?
Explain your answer.*

Candidates should offer a clear view on the merits of product placement when considered from one or more perspectives (consumer, advertiser, broadcaster, etc.)

marking: imp. ex 10

(b) *The advertising agency you work for is promoting a new brand of fruit juice. Choose a target market for this product. Based on the target market you have chosen, suggest a suitable product placement opportunity for the fruit juice. Explain why you think this product placement would help to promote the fruit juice to your chosen target market.*

Candidates should identify a target market (by age , lifestyle etc or possibly by media – web based social networking, movies, phone screensaver etc) and suggest a suitable product placement opportunity. Candidates should also explain why they think their chosen product placement would be successful.

marking: imp. ex 20

2. *Your school has decided to produce a monthly school magazine and you have been appointed editor.*

2. (a) (i) *Many elements of your Media Studies course would be helpful to your work on the school magazine. Identify one such element and explain why you think it would be helpful to your work on the magazine.*

Answering could refer to:

- type of articles – news, letters, features, information
- advertising
- target audience
- roles of editor, journalists, photographers etc
- graphic design and layout
- tabloid vs broadsheet style
- free-sheet or pay to purchase
- etc

Candidates should identify one relevant element of Media Studies and explain how it would be helpful in the context of producing the school magazine

marking: imp. ex 10

2. (a) (ii) *Identify two regular features you would include in your school magazine. Explain why you think the readers would find each of these features appealing.*

Answering could refer to:

- a variety of school news/update features in relation to the school's involvement in various activities e.g. sport, debating, etc
- audience specific features: TY, junior/senior cycle, sports fans etc
- topic specific features: book, film, TV, game reviews; study and lifestyle etc
- a "congratulations" feature, celebrating the success of various school teams or individual students in a range of in-school or extra-curricular activities
- photo features
- entertainment features – puzzles, crosswords, quizzes
- people profiles
- etc

Candidates should identify two regular features and explain why they would be appealing in the school magazine. Interpret 'features' broadly to refer to any possible element of the publication.

marking: imp. ex 10

- (b) *Write the editorial for the first issue of the school magazine in which you welcome readers, tell them about the magazine and encourage members of the school community to contribute to future editions of the publication.*

Candidates should write an editorial in an appropriate style, idiom and register, judged by its internal coherence, which welcomes readers, tells them about the magazine and encourages them to contribute to it.

marking: imp. ex 20

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

1. *What impression of the boatswain do you form from your reading of this extract?*

Support your answer with reference to the text.

Answering could refer to a range of traits including that the Boatswain:

- takes his duties seriously
- is an experienced and skilful sailor
- is a natural leader, is clearly in command
- is outgoing, boisterous personality- shouts at the storm
- is not easily intimidated by his important passengers
- is brave, not frightened by the storm
- is calm under pressure
- etc

Candidates should provide a developed impression of the boatswain by way of a number of points, or a global answer, well expressed and supported by reference to the text provided.

marking: imp. ex 15

2. *There are many elements that help to make the above passage a powerful piece of drama. Identify the elements in the passage that, in your opinion, contribute to the dramatic power of the piece. Explain your answer.*

Answering could refer to a number of elements, including:

- setting – the stormy sea, ship in danger of sinking
- setting mirrored in the conflict between passengers and crew
- the actions and character of the boatswain – shouting at the storm, urging his crew on, insulting the nobles
- urgency of the boatswain’s instructions
- lots of entrances and exits, plenty of action on stage
- dramatic language – e.g. frequent imperatives -“Bestir, bestir!”, “Briskly, briskly!”
- strong language – “ A pox on your throat...” etc
- sounds of panic off-stage - “a cry within”
- recourse to prayer when all else seemingly fails
- etc

Candidates should identify and discuss elements that help to make the passage provided a powerful piece of drama. Answers should be developed with support from the text provided.

marking: imp. ex 15

3. *Staging a storm scene would prove challenging for any director. Describe how you think the above extract could be successfully staged. In your answer you may wish to consider some of the following: lighting, special effects, sound, set design, props, etc.*

Answering could refer to a number of aspects of staging such as:

- lighting: including strobes, flashes, flood and spotlights etc
- sound including relevant effects, sailors talking and shouting etc
- choreography including directions for crew and passengers
- costumes and make-up to show wet and bedraggled crew
- costumes to show the noble standing of the passengers
- set design to convey the areas of interest (on board/overboard; above and below deck)
- use of special effects: wind and rain machines etc
- props to suggest the nautical setting
- etc

Candidates should identify and discuss elements that help to make the passage provided a powerful piece of drama. Answers should be developed with support from the text provided.

marking: imp. ex 15

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

Answer **two** of the following questions. Each question is worth 15 marks.

1. (a) *What impression of Lucy do you form from reading this extract? Support your answer with reference to the extract.*

Answering could refer to a range of traits including that Lucy:

- is very disorganised – lost the keys, “A miracle she hasn’t lost the first aid box.”
- is overworked/taken for granted – “Do the collections... Help with the children’s treat.”
- is petulant – “Well you look after it! I don’t want to do it!”
- is fed up/frustrated – “I hate children!.. I’m fed up...I’m worn out...”
- is melodramatic – “...I have to watch Wally stand there and bleed to death.”
- is filled with self-pity – “I’m sick of being nice!
- is inefficient - she lost the key to the first aid box
- etc

Candidates should provide a developed impression of Lucy by way of a number of points, or a global answer, well expressed and supported by reference to the text provided.

marking: imp. ex 15

- 2 (b) *There are many elements that help to make the above passage an entertaining piece of drama. In your opinion, what are these elements? Explain your answer.*

Answering could refer to a number of elements, including:

- comic action – Wally’s dramatic gesture, frantic search for the lost key, opening the first aid box with the leg of the chair, etc
- the characters – particularly Wally and Lucy, the ‘comic chorus’ of John, Nora & Geoffrey
- comedy in the dialogue
- the situation – a mini-crisis, blown out of all proportion
- use of melodrama, hyperbole, exaggeration, etc
- etc

Candidates should identify and discuss elements that help to make the passage provided an entertaining piece of drama. Answers should be developed with support from the text provided.

marking: imp. ex 15

3. *You have decided to audition for a part in your school's production of **Alphabetical Order**. Based on your reading of the above extract, which part would you most like to play? Explain your answer.*

Candidates should identify one of the six characters in the passage provided and explain why they would like to play that character. Answers should be well supported by reference to the text.

marking: imp. ex 15

QUESTION 2

N.B. You must give the name of the play that you choose. You may **NOT** choose either of the scenes quoted on this examination paper as the basis for your answer.

- 1(a) *Identify an important character from a play you have studied and outline some of the obstacles or challenges faced by him or her in the course of the play.*

Candidates should identify one character from their studied play and provide a developed account of the obstacles or challenges faced by him or her, supported by reference to their studied text.

marking: imp. ex 15

- 1(b) *What do you learn about this character from the way in which he or she deals with one or more of these obstacles or challenges? Explain your answer.*

Candidates should provide a developed discussion about what they have learned about their chosen character from how he or she deals with one or more of the obstacles or challenges they have identified. Answers should be supported by reference to the studied text.

marking: imp. ex 15

OR

- 2(a) *The opening scene or scenes of a play often convey information that is important to the audience. What important information is conveyed in the opening scene or scenes of the play that you have studied?*

Candidates should clearly outline the important information conveyed to the audience in the opening scene or scenes of their chosen play.

marking: imp. ex 15

- 2.(b) *In your opinion, how successful is the playwright in capturing the attention of the audience in the opening scene or scenes of the play? Support your answer with reference to your studied play.*

Candidates should provide a developed discussion of the playwright's success/lack of success in capturing the attention of the audience, supported by reference to their studied text.

marking: imp. ex 15

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

1. *What do you learn about the boxer from your reading of the first part of this poem (Lines 1 – 36)? Explain your answer with reference to the poem.*

Answering could refer to a number of issues including that the boxer is:

- an experienced fighter who knows what he is doing
- up against an able opponent - "...he crosses with a right..." etc
- an efficient fighting machine – "Keep the left jabbing..." etc
- calm and in control – "...nothing now of fear..." etc
- brave and determined – "never drop your guard..."
- well trained and practiced – "keep your left working..."
- strategic – "Now for the pay of punch..." etc
- etc

Candidates should discuss what they have learned about the boxer supported by reference to the text provided. Answering may take the form of a list of points or a well-developed and supported global answer.

marking: imp. ex 15

2. *How has the boy been affected by his experience of the fight? Explain your answer with reference to the last fourteen lines of the poem.*

Answering could refer to a number of issues such as that the fight:

- has hardened him up
- has forced him to mature
- has dehumanised him
- has provoked him to reflect deeply on the experience
- has made him cynical
- etc

Candidates should discuss the effect of the fight on the boy with specific reference the final 14 lines

marking: imp. ex 15

3. Comment on the poet's use of language in this poem.

Answering could refer to elements of language including:

- vocabulary / register / idiom appropriate to boxing
- effective use of imagery - Guy Fawkes metaphor
- written from the boxer's perspective – adds credibility
- shorter lines in L.1-36 - captures the rhythms of the fight
- longer lines in final sonnet more appreciate to reflection
- structure of final sonnet recalls Shakespearean sonnet with resolving final couplet
- metre suggested by rhythms of boxing
- rhyme in L 1-36 suggests harmony and disharmony of the fight
- repetition of words suggest repetitive nature of boxing
- graphic description appeals to the reader's senses – we feel the punches, see the sweat, hear the thud, the roar of the crowd
- etc

Candidates should provide a developed discussion of aspects of the poet's use of language in the poem well supported from the provided text.

marking: imp. ex 15

STUDIED POETRY

30 MARKS

N.B. In answering you may **NOT** use the poem given on this paper. You must give the title of any poem and the name of any poet you refer to in your answer.

1. From the poetry you have studied, choose one poem in which the poet uses interesting language to convey powerful thoughts and feelings.

(a) What powerful thoughts and feelings are conveyed by the poet in your chosen poem? Support your answer with reference to the poem.

Candidates should detail powerful thoughts and feelings conveyed by the poet in the poem of their choosing. Answers should be well supported by reference to the poem in question.

marking: imp. ex 15

(b) Explain what you find interesting about the language used by the poet in the poem you have chosen. Support your answer with reference to the poem.

Candidates should provide a developed discussion of language used by the poet in their chosen poem. Answers should be well supported by reference to the poem in question.

marking: imp. ex 15

OR

2. From the poetry you have studied choose a poet whose work impressed you.

(a) What topics or themes does the poet deal with in the poetry that you have studied? Support your answer with reference to the work of your chosen poet.

Candidates should detail topics or themes dealt with by the poet in the poetry of their choosing. Answers should be well supported by reference to the poetry in question.

marking: imp. ex 15

(b) Explain why you find the work of your chosen poet impressive. Give reasons for your answer with reference to his or her poetry.

Candidates should provide a developed discussion of what is impressive about the work of their chosen poet. Answers should be well supported by reference to the poetry in question.

marking: imp. ex 15

PAPER 2 SECTION 3: FICTION 60 MARKS

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

1. Based on your reading of the above extract, write a response beginning with the following phrase: *I can (or cannot) relate to the character of Jane because...*

Answering could refer to a number of issues such as that Jane is:

- enthusiastic - she is keen on sport and involved as an umpire
- a typical teenage girl with a hopeless crush on an unworthy boy
- humorous – Mr Evan’s ... like an orang-utan
- naïve – it dawns on her to slowly that Michael is actually interested in her cousin
- etc

Candidates should provide a developed response concerning why they can or cannot relate to the character of Jane, supported by reference the provided text.

marking: imp. ex 15

2. From what you have read above, do you think Michael Collier is an attractive character? Explain your answer with reference to the text.

Answering could refer to a number of issues such as that Michael is:

- popular but uses his popularity to gain advantage with girls
- a typical boy who does what boys do
- is a good sportsman but is vain and arrogant
- insensitive to others ,especially to Jane
- etc

Candidates should provide a developed discussion on whether they think Michael Collier is an attractive character, supported by reference to the provided text.

marking: imp. ex 15

3. *In the above short story extract, which one of the following features engages you the most?*

- *the dialogue*
- *the humour*
- *the ending*

Explain your answer with reference to the text

Answering could refer to issues such as:

the dialogue:

- is engaging as it is integrated into the narrative
- enriches the characterisation
- is humorous
- is both personal and intimate
- etc

the humour:

- is entertaining and engaging
- self-deprecating
- a key feature of style which defuses critical situations
- endears Jane to the reader
- etc

the ending:

- is poignant – Jane is heartbroken but not defeated
- whets our appetite for more of the story
- conclusive – Michael is a rat and Jane a martyr (or not!)
- leaves loose threads – did Michael win the tennis? Did Jane find love later?
- etc

Candidates should provide a developed discussion of the feature which most engages them, supported by reference to the text.

marking: imp. ex 15

STUDIED FICTION

30 MARKS

- B.** In answering you may **NOT** use the extract given above as the basis for your answer. You must give the title of the text you choose and the name of the author.
- 1.** *From the short stories and novels you have studied, choose either a character you like OR a character you dislike. Identify one or more incidents from the text that particularly influenced your feelings towards this character and explain why your chosen incident(s) influenced you to either like or dislike him or her.*

Candidates should identify a character from their chosen work and explain why chosen incident(s) influenced their view of that character. Answers should be supported by reference to the studied text.

marking: imp. ex 30

OR

- 2.** *Write the text of a talk that you would give to your class, in which you explore the relevance of a novel or a short story that you have studied to the lives of young people today. Support your answer with detailed reference to your studied text.*

Candidates should provide a developed text for the talk they would give on the relevance of a novel or a short story that they have studied to the lives of young people today. Answers should be supported by reference to the studied text.

marking: imp. ex 30