



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

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**JUNIOR CERTIFICATE EXAMINATION, 2013**

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**ENGLISH – FOUNDATION LEVEL**

**360 marks**

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**WEDNESDAY, 5 JUNE – MORNING, 9.30 to 12.00**

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

**YOU MUST ALSO ANSWER ANY THREE OF  
SECTIONS 4, 5, 6, AND 7**

**SPEND A LITTLE OVER 20 MINUTES  
ON EACH SECTION**

Read this piece, adapted from *BBC Primary History - Children of Victorian Britain* and then answer the questions.

### Victorian Children



1. The Victorian age in British history is named after Queen Victoria, who was Britain's queen from 1837 until 1901. What was life like for Victorian children? There were big differences in homes, schools, toys and entertainments. No TV, no computers, no central heating and no cars. Many children went to work, not to school.
2. Many children started work at the age of five, the same age as children start school today. They went to work as soon as they were big enough. Even a tiny child could feed chickens. Older brothers and sisters took small children to work, perhaps to a factory at the end of the street. Other children worked at home, doing jobs such as washing, sewing, sticking labels on bottles or making brushes.
3. Children worked on farms, in homes as servants, and in factories. They also pushed heavy coal trucks along tunnels in coal mines. Boys went to sea, as boy-sailors, and girls went 'into service' as housemaids. Children worked on city streets, selling things such as flowers, matches and ribbons. Boys swept the roads clean of horse dung and rubbish left by the horses that pulled carts and carriages.
4. In street games, children shared toys like hoops, marbles and skipping ropes, with friends in the street, or in the school playground. They played chasing games such as tag and played catch with balls. If they hadn't got a proper ball, they made balls from old rags, and bats from pieces of wood. They also played hopscotch. They crowded around street musicians wheeling a barrel organ, which played tunes when the handle was turned. Sometimes barrel organ players had a monkey with them.
5. Children wrote on slates with chalk in school. They wiped the slate clean, by spitting on it and rubbing with their coat sleeve or their finger! Slates could be used over and over. Boys learned woodwork, maths and technical drawing, to help with work in factories, workshops or the army when they grew up. Girls had lessons in cooking and sewing, to prepare them for housework and motherhood.
6. Schools were often strict. A teacher could punish a child by making them stand in the corner wearing a "dunce's cap". Another, very boring punishment was writing "lines". This meant writing out the same sentence such as, "Schooldays are the happiest days of my life" 100 times or more.

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

- A.** Find the answers to the following questions:
1. Who was the Victorian age named after? (5)
  2. What age did children start work at? (5)
  3. What did children write on in school? (5)
  4. What line was given as a punishment? (5)
- B.**
1. What work did boys do in Victorian times? (5)
  2. What work did girls do in Victorian times? (5)
- C.** What kind of street games did children play? (10)
- D.** Were girls and boys treated the same in Victorian times? (10)  
Give reasons for your answer.
- E.** Do you think life for a child in Victorian times was interesting **OR** difficult? (10)  
Give reasons for your answer.

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

Write about one page on **ONE** of the following topics:

<b><u>PICK ONLY ONE TOPIC</u></b>
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**A.** My favourite place

**B.** Late home

**C.** The best prize ever!

**D.** **Parent:** *You're not going out looking like that!*  
**Child:** *That's not fair, everyone else is allowed ...*

Write the rest of this conversation

**E.** My best friend

**F.** If I could travel back in time ...

**G.** *When I heard the door open, I knew I'd been caught ...*

Continue this story

**H.** School.

Answer EITHER A or B:

- A. Your school principal is running a competition for the best class in the school. The winning class can go on a trip to any country in the world. You have been asked to give a **talk** to your class to encourage them to win this prize.

Write the **talk** you would give to your class.

In your **talk** you should:

- Name the country the class would like to go on a trip to
- Describe some of the things you could do in this country
- Give some advice on how the class should behave to win the competition
- Suggest some extra activities the class could do to make sure they win.

OR

- B. You have just had an argument with your best friend. Now your friend will not talk to you. You have decided to write a **letter** to him or her to explain what happened and how you feel.

Write the **letter** to your friend.

In your **letter** you should:

- Describe what happened to cause the argument
- Explain how you feel about falling out with them
- Suggest some ways the argument can be sorted out
- Remind your friend of how important they are to you.

**SECTION 4:**

**FICTION**

**[60]**

Read this piece, adapted from *Diary of an (Un)Teenager* by Pete Johnson, then answer the questions that follow.

*Spencer and Zac are best friends. Zac has just turned 13 and seems to be acting very strangely. Spencer has decided that he will never act like other teenagers, he will keep a diary of an (un)teenager. Here are three of his diary entries.*



**Friday, May 29<sup>th</sup>**

Strange things have started happening. I feel the need to write these important events down in a diary. Zac rang me this evening. He said, “Hi Spence, when you see me tonight you may get a shock.” He wouldn’t say anymore.

Zac was upstairs when I went round to his house. I opened his bedroom door and stepped back in horror. I’d never expected this. I blinked, but Zac was still there – and wearing ... a huge blue shirt, the baggiest white trousers and massive trainers with a huge flap and no laces. “Why on earth are you dressed like that?” I gasped.

“Because, Spencer, I’m a skater now.” I hoped he had kept the receipt for those clothes, and he didn’t even have a skateboard!

“So why have you decided to become a skater?” I asked, trying hard to control my voice. “It’s ever since I turned 13. It’s made me think about my life. I’ve got to be something. And, well, when girls start to see my new look they might start showing some interest. One or two might even want to go out with me.” Suddenly I started to laugh. I just couldn’t help it. It was the shock of it all.

I would be 13 in a few weeks. Would I soon start throwing all my money away on stupid clothes? No, dear diary, I won’t. I’m going to stay exactly as I am now.

**Tuesday, June 2<sup>nd</sup>**

Zac is really depressed. His cousin Phil rang him to tell him all about his girlfriend. “Not one girl has even come near me,” moaned Zac. I cheered Zac up by reminding him that girls are bad news. Also you can’t just see them now and again. They make you see them on Friday and Saturday nights. And often during the week as well. And then there’s the cost of a girlfriend. She’ll expect a present on her birthday and on Valentine’s day too.

Now if I ever have a girlfriend, I’ll meet her in town for just one hour a week. Maybe on her birthday I’ll take her to McDonald’s as well. And I’ll never, ever let her come to my house. In fact, I won’t even tell her where I live.

**Thursday, June 4<sup>th</sup>**

Zac isn’t himself at the moment. When he met me this evening, he was all dressed up. He was wearing his skateboard. But I won’t leave him by himself in this time of crisis!

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- A. 1. Where was Zac when Spencer called to his house? (5)  
2. What was Zac wearing? (5)
- B. What impression do you get of Zac? (10)  
Give reasons for your answer.
- C. *“I’m going to stay exactly as I am now.”*  
Do you think that Spencer will change his mind?  
Give reasons for your answer. (10)
- D. Write about ten lines of the conversation that you think took place  
between Zac and Spencer the next time they met. (10)
- E. Think about a **NOVEL** or a **SHORT STORY** you have studied:
- Name the Novel **OR** Short story
  - Describe a problem a character faced
  - Did you like the character? Give reasons for your answer. (20)

Read this **POEM** and then answer the questions.

### Classroom Creatures



Mrs Price isn't nice,  
Her tiger eyes they burn like ice.

Mr Ryan, hard as iron,  
Stalks the classroom like a lion.

Mrs Drew, little shrew,  
Very nervous, very new.

Mr Ash, walrus tash,  
Brings us all out in a rash.

Dr Tee, can barely see,  
A little furry mole is he.

Mrs Page, in a rage,  
Like an elephant in a cage.

Mr Brass, silly ass,  
Plays the fool in every class.

But Mrs Meacher, our headteacher,  
Is a most delightful creature.

Gervase Phinn

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- A. 1. Which teacher *isn't nice*? (5)  
2. Who is the headteacher? (5)
- B. 1. What is Mrs Page compared to? (5)  
2. How does the poet feel about the headteacher? (5)
- C. Do you think that *Classroom Creatures* is a good title for this poem? (10)  
Give reasons for your answer.
- D. Choose one description of a teacher from the poem. Describe what you think it would be like to be in their classroom. (10)
- E. Think about a **POEM** you have studied that describes a **Person**:
- Name the poem and the poet
  - Describe what the person is like
  - What words or phrases in the poem make it easy for you to imagine this person? (20)

Read this scene, adapted from *Twisted*, by Andrew Fusek Peters and Polly Peters, then answer the questions.

*Gretel, a teenage girl, is planning to go out to a party to meet her boyfriend. Her father is not happy about this. Margaret (her Mum) is saying goodbye.*



***Gretel enters the room, all dressed up.***

- Gretel: I'm off!
- Mum: Right love. Oh, you look nice. What time will you be back?
- Gretel: How should I know?
- Dad: Don't you dare use that tone of voice in this house! And what's that on your face? ***(Gets up and inspects her face)*** Margaret! She's not going out like that!
- Gretel: ***(Mumbles)*** It's only make-up Dad!
- Dad: Make-up! You'll wash all that muck off your face before you go anywhere, looking like a ...
- Gretel: Mum likes it! She says I look nice!
- Dad: Oh does she? Margaret?
- Mum: Well I only said ...
- Dad: So, I'm not even supported in my own house!
- Mum: Well, it's not that bad ...
- Dad: I don't believe this! You're ganging up on me, the pair of you. Your daughter is looking like ... I don't know what ... and you're just defending her!
- Mum: Well, maybe Gretel it is a bit overdone, you could tone it down a bit.

***Dad smiles a little, satisfied that Margaret is starting to take his side. He goes back to watching the TV. Margaret waits nervously near the door.***

- Gretel: You are such a hypocrite Mum! I don't believe it. I thought you were on my side.
- Dad: Enough! One more word and I'll ...
- Gretel: What? Ground me, lock me up? Well, I'm off while you two play happy families.

***Gretel leaves, slamming the door loudly, still wearing the same make-up.***

- Dad: I'm not putting up with that in my own home! No way! How did she end up like that? She's a misfit that girl! Disgraceful. Anyway, I hope you have something nice for my dinner tonight?
- Mum: Oh yes, your favourite, liver and onions.
- Dad: That's more like it Margaret. Now, what's on next?

***Points the remote at the TV, while Margaret hurries to the kitchen, glad the argument is over.***

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- A.** 1. What does Mum tell Gretel about how she looks? (5)  
2. Why is Dad not happy when he sees Gretel leaving? (5)
- B.** 1. Why is Dad angry with Margaret? (5)  
2. Do you think Margaret stands up for Gretel? (5)
- C.** What impression do you get of the family in this extract?  
Give reasons for your answer. (10)
- D.** Imagine this scene is to be filmed for TV:
- Describe what Gretel should wear
  - Describe the tone of voice Gretel should use when she speaks to Dad
  - Describe how Dad should act after Gretel leaves the house. (10)
- E.** Think about a **PLAY** or a **FILM** you have studied:
- Name the play or film
  - Name a character who did not get on with other people in the play or film
  - Explain why this character did not get on with other people
  - Describe what happened to this character at the end of the play or film. (20)

Look carefully at the advertisement on **Page 2 of Paper X**

- A.**
1. What company asked for help to send trees to Africa? (5)
  2. How many tree saplings were sent? (5)
  3. Name five countries the trees were sent to. (5)
  4. What is the name of the charity involved with this project? (5)

- B.**
1. What slogan is used by Bóthar? (5)
  2. According to the advertisement what can a single tree provide? (5)

- C.**
1. Describe the images used in this advertisement. (5)
  2. Where do you think this advertisement might be placed?  
Give a reason for your answer. (5)

- D.** Look carefully at the advertisement on **Page 2 of Paper X**

Do you think that Rebecca's story would encourage people to help this charity?  
Give reasons for your answer. (10)

- E.** You have been asked to make the advertisement on **Page 2 of Paper X** into a television advertisement.

- Describe the people and places you would film for this advertisement.
- Describe what music you might use for this advertisement.
- What time of the day would you put this advertisement on television?  
Give a reason for your answer. (10)