



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2009

MARKING SCHEME

ENGLISH

HIGHER LEVEL

PAPER 1 SECTION 1: READING 40 MARKS

The reading passage presents an extract by Michael Morpurgo on the craft of writing.

1. *In this passage the writer mentions a number of elements that enable him to write.
(a) Identify two of these elements that the writer says contribute to his writing.*

Candidates could refer to:

- the writer's life experience as a child, father etc.
- memory as the source material
- reading; author's eclectic knowledge of 'words and ideas of other writers'
- waiting.. writing when "the story is ripe"
- 'the sheer love of doing it' (writing)

Expect the candidate to identify 2 elements.

Marking: imp ex 5

- (b) *Basing your answer on the passage, explain how one of these elements contributes to the writing of his stories.*

Expect candidate to discuss and develop the contribution of one element to the writing of his stories.

Marking: imp ex 10

2. *In paragraph six Morpurgo says "the story will be written when the moment is right".
From your reading of the passage what do you think he means by this comment?*

Candidates could refer to:

- the story must be "ripe"
- the process cannot be forced or rushed – "you can't hurry it"
- writer needs to internalize the story – "I feel I am living inside that story"
- writer needs intimacy with aspects of the story – "I must know the places; I must know the people"
- etc.

Expect candidate to interpret and discuss this quotation as used in the context of the passage.

Marking: imp ex 10

3. *From what you have read above do you think that Morpurgo enjoys being a writer?
Give reasons for your answer.*

Candidates could refer to:

- the positive tone of the passage
- long term engagement with writing - four decades
- he 'covers the pages effortlessly'
- the sheer joy of doing it
- etc.

Candidates may agree or disagree that Morpurgo enjoys being a writer. Expect a developed discussion with reference to the text. Good personal response should be rewarded

Marking: imp ex 15

SECTION 2: PERSONAL WRITING 70 MARK

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

Candidates may choose to treat any of the titles below in a variety of different genres: e.g. discursive, persuasive, descriptive, short story etc.

1. *Magical moments from my childhood.*

Allow liberal interpretation of the terms ‘magical’ and ‘childhood’.

2. *My secret life as a superhero.*

Allow liberal interpretation of the terms ‘secret life’ and ‘superhero’.

3. *Things that make me angry.*

Allow liberal interpretation of ‘things’ and ‘angry’.

4. *Write a composition including the line, “That really was the last straw”.*

Expect a wide variety of responses inspired by the title. Candidate should include the sentence, ‘That really was the last straw.’

5. *Write a speech for OR against the motion, “Mobile phones should be banned in schools”.*

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

6. *The rudest person I have ever met.*

Allow liberal interpretation of ‘rudest’

7. *Look at the picture on Page 2 of Paper X, which accompanies this examination paper, and write a composition inspired by it.*

Expect a wide variety of responses inspired by the picture. Candidates need not interpret the title in a literal fashion.

Marking: Imp.ex 70 cross-referenced with marking breakdown (CSEM).

Breakdown marks to be shown on the script

SECTION 3: FUNCTIONAL WRITING 30 MARKS

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

1. *You have been asked by the Principal of your school to speak to the students preparing to take their Junior Certificate examinations in June 2010. Based on your experience of preparing for your own Junior Certificate examinations write the text of the talk you would give to the students offering them guidance and encouragement.*

Expect candidate to write a suitable speech having regard to rhetorical style, 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).

OR

2. *In Section One of this examination paper Michael Morpurgo writes about the elements that he considers important to produce a piece of writing. Write a letter to the author in which you recount a time when you feel you wrote particularly well and explain what you think contributed to the success. In your letter you may, if you wish, comment on the earlier passage by Morpurgo or seek his advice as a writer.*

Expect candidates to write a suitable letter which is coherent and appropriate within its own style. Candidate should refer to having ‘written particularly well’ and should explain what they think contributed to their success.

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

1. *Look at the advertisement for RTE 2fm on Page 3 of Paper X which accompanies this examination paper.*

- (a) *Based on your reading of the advertisement, identify the target audience it is aimed at and explain how you arrived at this conclusion. You must refer to the advertisement in your answer.*

Candidates could refer to:

- Target audience as younger or older people; niche interest groups etc.
- Colour, make, wear and cleanliness of the shoes
- Sole slogan
- Wellie logo and campaign slogan 'LIVIN' THE LIFE, LOVIN' THE MUSIC'
- RTE 2fm, a music based station

Expect candidate to identify a clear target audience and to explain this choice with reference to the text.

marking: imp. ex 20

- (b) *There is a perception that many young people only want to listen to music-based radio. Based on your experience of Media Studies, what do you think would make talk-radio more attractive to young people?*

Candidates could refer to:

- coverage of issues relevant to young people
- youthful presenters
- encourage participation by phone, text, e-mail
- competitions with prizes attractive to target audience
- etc.

Expect candidate to make a suggestion(s) for making talk-radio more attractive to young people. Answers should focus on talk-radio. Candidates could offer a list of points, with explanation, or a global answer, well developed.

marking: imp. ex 20

OR

2. Look at the information about the on-screen classification of television programmes provided on Page 4 of Paper X which accompanies this examination paper.

(a) Explain fully the term watershed as it applies to the on-screen classification system.

Candidates could refer to the idea of the watershed as one or more of the following:

1. A time point, before and after which programming changes occur.
2. A classification benchmark allowing viewer control over programme selection.
3. An information benchmark allowing informed decision making by viewers, parents, etc.

Expect candidate to provide a clear explanation of the term ‘watershed’ with reference to the on-screen classification system.

marking: imp. ex 10

(b) Explain what kinds of programmes can be shown before the watershed.

Candidates could use the GA /Ch / YA / PS/ and MA classifications to explain which programmes are suitable (and unsuitable) for screening before the watershed.

Expect candidate to use the programme classification system in the provided text to explain, explicitly or implicitly, what kinds of programmes can be shown before the watershed.

marking: imp. ex 10

(c) Give reasons why you do or do not think that the classification system is a good idea.

Agree -

- helps protect young people from unsuitable programming
- provides information
- allows parents/guardians make decisions re suitability of material
- system easily understood
- etc.

Disagree -

- based on the views of an unknown other
- could undermine parent’s/guardian’s stance
- icons appear for too short a time to be effective
- etc.

Candidates may agree or disagree. Expect a developed discussion with broad reference to the text supplied.

marking: imp. ex 20

PAPER 2 SECTION 1: DRAMA 60 MARKS

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

1. *What is your impression of Cleopatra from this extract? Support your answer with reference to the text.*

Candidates could refer to Cleopatra as:

- hysterical, volatile, unstable, frenzied, etc
- vulnerable, romantic (waits warmly for Anthony)
- proud and egotistical
- spoiled and vain, used to having her own way
- deluded and irrational
- violent and frightening: strikes the messenger; pulls a knife etc.
- some may view her with sympathy
- etc.

Expect several points well expressed with supporting reference or a well developed global answer.

marking: imp. ex 15

2. *Imagine you are the messenger in this extract. Write a short dialogue between yourself and your friend about your experience with the Queen. Tell your friend what happened and explain how you feel after your encounter with Cleopatra. Base your answer on information from the text.*

Expect a dialogue, in real or reported speech, between the messenger and a friend. The dialogue should be based substantially on the text provided.

marking: imp. ex 15

3. *Imagine that you are directing this play. In the context of the extract you have just read explain how you would make use of TWO of the following in your production: costume, setting, facial expression, props.*

Candidates could refer to:

Costume - Cleopatra dressed as a noble queen
Charmian dressed as a court advisor
The messenger dressed like one after a long journey
Candidates may be influenced by illustration on examination paper
Etc.

Setting - Egyptian palace / public area

Facial

Expression - Cleopatra: anger / distress / frustration / apologetic / etc.
Charmian: worried / anxious / concerned / etc.
Messenger: shocked / fearful / respectful / etc.

Props - Knife / any relevant props in context.

Expect treatment of two headings (costume, setting, facial expression, props) well developed with supporting reference to text.

marking: imp. ex 15

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

1. *What is your impression of Tommo from this extract? Support your answer with reference to the text.*

Candidates could refer to Tommo as:

Positive traits -

Brave and courageous – he confronts Sgt. Hanley

Loyal / noble / devoted - he is reluctant to leave his injured brother

Sensible / cautious / wise / rational – he knows they will be mown down if they advance further

Negative traits -

Disrespectful / disdainful – he questions Sgt. Hanley's orders

He is a traitor – he puts his brother's welfare before his country

Expect a number of points conveying the candidate's impression of Tommo, well supported from the text. Candidate could also write a global answer, well developed and supported from the text.

marking: imp. ex 15

2. *Write a short dialogue between Sergeant Hanley and Tommo that follows on from the end of this extract. Keep your dialogue true to what you know of Sergeant Hanley and Tommo's characters from this extract.*

Expect a dialogue, in real or reported speech, between Sergeant Hanley and Tommo. Candidates should write a dialogue following on directly from and consistent with the characters and content of the extract provided.

marking: imp. ex 15

- 3 *Imagine you are directing this play. In the context of the extract you have just read explain how you would make use of TWO of the following in your production: setting, sound effects, props, costumes.*

Candidates could refer to:

Setting - battlefield in No-man's-land – muddy, wet, cold and dangerous
backdrop of trenches and machine gun posts
etc.

Sound effects - war / explosions/ gun fire / calls and screams etc.

Props - military equipment
landscape features – trees, ditches etc.

Costumes - military uniforms and equipment etc.

Candidates may be influenced by illustration on examination paper.

Expect treatment of two headings (setting, sound effects, props, costumes) well developed with supporting reference to text.

marking: imp. ex 15

Drama Q.2 (answer either question)

1. *Choose a scene from a play you have studied where a particular mood or atmosphere is created.*
 - (i) *Describe the mood or atmosphere in this scene. Support your answer with reference to the text.*

Candidates should present a clear sense of what mood or atmosphere is in the context of the chosen scene.

Expect a developed discussion of the mood or atmosphere of the chosen scene with reference to the text provided.

marking: imp. ex 15

- (ii) *How does the playwright create this mood or atmosphere? Aspects you may wish to consider could include: setting, lighting, stage directions, music, sound or dialogue.*

Expect candidate to discuss how the playwright (director) created the mood or atmosphere in the chosen scene. Candidates need not refer to the headings provided in the question.

marking: imp. ex 15

OR

2. *From a play you have studied choose one important relationship.*
 - (i) *Describe the main characteristics of this relationship throughout the play.*

Candidates could refer to a relationship between two or more characters or groups. They could also refer to a relationship between a character and society or institutions etc.

Expect candidate to identify characteristics of one important relationship and to provide a developed discussion of this relationship.

marking: imp. ex 15

- (ii) *How does either the setting (time or place) or another character have an influence on this relationship? Support your answer with reference to the text.*

Expect candidate to identify a setting (time or place) or character and to provide a developed discussion of how this influences the relationship.

marking: imp. ex 15

PAPER 2 SECTION 2: POETRY 60 MARKS

(answer any 2 of the 3 questions)

UNSEEN POETRY

30 MARKS

1. *From your reading of this poem what do you learn about the people in it and the place where it is set? Support your answer with reference to the poem.*

Candidates could refer to:

People as - excited / large numbers / anxious to get water / poor / joyful / undernourished etc.

Place as - third world (Pakistan) / desert / village / hot and dry etc.

Candidates may be influenced by illustration on examination paper.

Expect candidate to provide a comment on people and place supported by reference to and discussion of the text provided.

marking: imp. ex 15

2. *How does the poet convey a sense of excitement about the water in the poem?*

Candidates could refer to:

- imagery
- onomatopoeia – municipal pipe bursts / silver crashes / roar of tongues etc.
- structure- stanzas / run on lines etc.
- sounds and musicality
- religious references: blessing / kindly god / congregation / roar of tongues etc
- abrupt staccato phrasing
- etc.

Expect candidate to provide a detailed discussion of aspects of the poem which convey a sense of excitement.

marking: imp. ex 15

3. *Choose two of your favourite images relating to sound from this poem. Explain why you like these images.*

Candidates should show an understanding, implicit or explicit, of imagery (relating to sound) in poetry.

Candidates could refer to broad images relating to sound (the naked children screaming in the liquid sun) and also to specific images based on sound techniques such as onomatopoeia etc.

Expect a developed discussion of two images relating to sound. Candidate should include personal response.

marking: imp. ex 15

STUDIED POETRY

30 MARKS

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

1. *Select a poem you have studied which deals with either war OR peace.*
(i) What does the poet say about either war or peace in the poem?
Support your answer by reference to the poem.

Allow a broad interpretation of the words 'war' and 'peace'.

Expect a clear statement of the poet's views on either war or peace well supported by reference to the chosen poem.

marking: imp. ex 15

- (ii) What effect did this poem have on you?*
Explain your answer with reference to the poem.

Expect candidate to provide some level of personal response.

Expect a clear statement of the effect of the poem on the candidate, discussed with reference to and discussion of the poem.

marking: imp. ex 15

OR

2. *Poetry offers us a way to explore places we have never been, foreign lands and different cultures. Choose a poem you have studied which creates such a place.*
(i) Describe the place created in this poem.
Support your answer with reference to the poem.

Allow for a liberal interpretation of the concept of place as physical or imaginative location, etc.

Expect candidate to present a clear description of place in their chosen poem, well supported from the text.

marking: imp. ex 15

- (ii) Would you like to live there?*
Explain your answer with reference to the poem.

Candidates can agree (yes, I would like to live there) or disagree (no, I would not like to live there).

Expect candidates to provide a developed discussion of their reasons supported by reference to the poem.

marking: imp. ex 15

PAPER 2 SECTION 3: FICTION 60 MARKS

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

1. *From your reading of this passage what impression of OD's life do you get?*

Allow candidates to regard OD's character and life as synonymous.

Candidates could refer to:

- broad traits of OD's life / character
- specific illustrative incidents in his life
- that he is reflective – the extract reads like his personal diary
- fairly typical of people of his age – sports, relationships, school etc
- etc

Expect a detailed discussion of several aspects of OD's life or a global answer well developed with reference to the text.

marking: imp. ex 15

2. *What do we learn about the relationship between Nance and OD? Support your answer by reference to the extract.*

Candidates could refer to:

Positive aspects of the relationship -

- Nance and OD get on well together
- OD admires Nance as person
- Nance listens to and takes an interest in him
- etc.

Negative aspects of the relationship -

- Nance can be awkward and critical
- OD takes up with her to get at Mahoney
- etc.

Expect candidate to discuss several points concerning the relationship with reference to the text or a global answer well developed.

marking: imp. ex 15

3. *Judging from what you have read in this extract, would you like to read more of this novel? Explain your answer with reference to the passage.*

Candidate can agree (would like to read more) or disagree (would not like to read more).

Expect candidate to provide a developed response based on a thoughtful reading of the text.

marking: imp. ex 15

STUDIED FICTION

30 MARKS

1. *Select a novel or short story you have studied which has an interesting theme.
(i) Outline the theme of the text you have chosen.*

Allow for a liberal understanding of the concept of theme as main message, question(s) discussed, issue motivating the author etc.

Expect candidate to provide an appropriate analysis, summary or outline of the chosen text with reference to the theme.

marking: imp. ex 15

- (ii) *As the theme develops why does it interest you?*
Support your answer with reference to your chosen novel or short story.

Candidates may approach the answer through aspects of the story such as plot summary, characters, striking scenes, narrative climax etc. They should refer to theme, implicitly or explicitly and also to what interested them in the text.

Expect candidate to provide a developed answer identifying aspects of the theme within the text which interested them.

marking: imp. ex 15

OR

2. (i) *Describe what happens in this section of your chosen text.*

Expect candidate to provide an appropriate summary of the chosen section.

marking: imp. ex 15

- (ii) *Why is this your favourite section? Explain your answer with reference to the novel or short story you have chosen.*

Expect candidate to provide a developed discussion including their reasons for choosing this section as their favourite.

marking: imp. ex 15