



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Applied 2015

English and Communication
 (160 marks)

Wednesday, 3rd June 2015

Morning 9.45am to 11.45am

General Directions

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1. Write your EXAMINATION NUMBER in this space:

2. WRITE ALL ANSWERS INTO THIS ANSWER BOOK.

For the Superintendent only

THERE ARE TWO PARTS IN THIS EXAMINATION

Part One: **Audio Visual**
 All questions must be answered.

Part Two: **Written**
 Candidates must attempt **four** questions,
one from each of the four sections in Part Two.

Centre Stamp

<i>For the Examiner only</i>	
1. Total of end of page totals.	
2. Aggregate total of all disallowed questions.	
3. Total mark awarded (1 minus 2)	
Note: The mark in row 3 must equal the mark in the Total box on the script.	

SECTION	MARK
Audio Visual	
Section 1	
Section 2	
Section 3	
Section 4	
Total	

Part One-Audio Visual

(30 minutes, 40 marks)

- You will have TWO minutes to read the NINE questions in Part 1.
- You will be shown an edited DVD sequence from SIMPLY AM DRAM*. “Am dram” is a shortened version of the term, amateur dramatics. It refers to plays performed by non-professional actors.
- You will see the sequence THREE times.
- The first showing will be of the entire sequence.
- The DVD sequence will be shown in TWO clips. After each clip you will be given time to write your answers in the answer booklet.
- The entire sequence will then be shown again.

<i>This page may be used for notes</i>

(*Produced by Power Pictures for RTE – This material has been adapted, for the purpose of assessment, without the copyright holder’s prior consent.)

ANSWER ALL QUESTIONS

When you have seen the first clip you will have time to answer questions 1 to 5.

1. How many groups will qualify for a place in the All Ireland Amateur Drama Festival in Athlone? (1 mark)

2. Give the web address used by the All Ireland Drama Festival. (1 mark)

3. Prosperous Drama Group feature in Clip1. Give the title of their play and the name of the playwright. (2 marks)

Title of play:
Name of Playwright:

4. What evidence from the clip suggests that the director, Lurlene Duggan, is under pressure? (4 marks)

5. What similarities between the GAA and local amateur drama do you learn about from this clip? (6 marks)

When you have seen the second clip you will have time to answer questions 6 to 9.

6. From listening to the voice-over at the beginning of this clip, what do you learn about set design? (6 marks)

7. Successful set building requires many different skills. Identify at least **two** of the skills used by the people building the set at the beginning of this clip. (6 marks)

8. The extract from *Hedda Gabler*, featured at the end of Clip 2, is set in a rather grand room. Write a detailed description of the room that appears in the still image on screen. (8 marks)

9. Explain how, in your opinion, any **one** of the following can add to an audience's experience of a play: talented actors, costumes; lighting and special effects; music. (6 marks)

Candidates must attempt **FOUR** questions, **ONE** from each of the **FOUR** sections.

EACH QUESTION IN PART TWO CARRIES 30 MARKS.

Section 1 Communications and the Working World

Answer question 1 or 2 or 3

1. Read the following piece, adapted from careersportal.ie. The passage deals with different types of skills important in the workplace. Answer the questions that follow.

Everyday Skills Useful in the Workplace

You might be surprised to know that you already have many of the skills which are essential for employment in the modern workplace. These are the '*ordinary skills*' which we all need to use when we work with other people or even by ourselves. You develop these skills simply from being involved in everyday activities either at school, at home, or through your hobbies and friendships. Terms such as 'communication skills', 'people skills' and 'task skills' are just some of the many skills which most people develop without even knowing it.

People skills:

People skills, sometimes called social skills, are the set of skills that allow us to communicate, relate and socialise with others. These include both verbal and non-verbal forms of communication. Verbal skills include being able to say the right thing at the right time. People with well developed verbal social skills are able to communicate in ways that are engaging and speak clearly and confidently.

The other aspect of social skills is non-verbal. Body language, standing up straight, making eye contact, making appropriate gestures, smiling appropriately can all define good non-verbal people skills. Also, the person with good people skills listens well. Nodding of the head, the occasional quick comment, and clearly taking in someone else's communications is valuable. People don't simply wish to be talked to; they want to be talked with. A sense that both communicators are taking equal part in a conversation demonstrates advanced social skills.



Task skills:

Task skills are a range of skills that are important in order to be able to successfully complete many common tasks found in most work environments. Examples of task skills include: planning and organising, computer skills and customer focus. People who can plan and organise well create clear goals and can identify and find the resources needed to achieve them. Having these skills enables people to schedule tasks so that work is completed on time. Not surprisingly, those with well developed computer skills confidently use computers to write documents, browse the internet or use email programmes. A different set of task skills involves customer focus. Such skills involve understanding of and concern for customers needs, being helpful and friendly to customers, and dealing effectively with any questions or complaints they may have.

(a) (i) Identify two people skills mentioned in the article above. (2 marks)

(ii) Give two ways in which people can develop these skills in everyday life. (2 marks)

(iii) Identify two task skills mentioned in the article above. (2 marks)

(b) Based on what you have learned from the Communications and the Working World Module, explain how a business can benefit when employees have good people skills. (6 marks)

(c) In your opinion, what can an employer do to help employees develop good people skills? (6 marks)

- (d) The Communications and the Working World module helps students to acquire a range of skills and knowledge necessary to engage in research.
- Outline one piece of **research** you undertook in any part of your LCA course.
 - Explain how you carried out this research e.g. where you found the information you required, how you gathered the information, etc.
 - Describe how you presented or used your findings. (12 marks)

Outline one piece of research you undertook in any part of your LCA course

Explain how you carried out this research

Describe how you presented or used your findings

OR

2. Read the following edited article by Aoife Rigney, adapted from the website, journal.ie, on how Social Media can help you find a job. Answer the questions that follow.

Social media websites don't do the job hunting for you, but they do make it possible to build connections and make contact with potential employers. Social media allows you to hear about possible job opportunities as soon as they arise. Many job opportunities are posted online on a daily basis.

Which network is most useful when job hunting? Social media such as Twitter, LinkedIn and Facebook can open doors for job hunters. Set up your own social media account. Be sure to have a professional picture, clear description and biography, and fill out all the information necessary. You are creating your own personal brand. Remember that everything you do online is public so always be professional. Your 'digital footprint' will tell its own story!

When it comes to actually trying to get a job, LinkedIn is probably most useful. It is a great way to get an online CV that showcases your experience and skills. It is a useful tool for researching companies and connecting with key people in a company. Complete your profile as fully as possible, and then put the link to it on your email footer, on Facebook, on your Twitter bio, even on your 'real' paper CV.

Facebook is probably the least popular social network to use to find a job. Facebook is the place where we relax a little bit and share lots of photos too. If you're using Facebook to interact with potential employers, ensure they only see things that fit your professional image.

The great thing about social media is that it lets you communicate with people you might not meet in real life. Create your own networks by making contact with people who work at companies you're interested in. Interact with people: learn from them and show what you can contribute. Make sure people know you are looking for work, don't be afraid to mention it every so often.

Quick tips:

- ✓ Use your real name – not an alias
- ✓ Be active on a number of different social media platforms
- ✓ Demonstrate your expertise in the industry of interest to you
- ✓ Don't just rely on social media; be sure to network offline too
- ✓ Everything you put here is in the public domain so be careful when choosing your profile names or leaving comments



(a) (i) Identify two social media sites mentioned in the article above . (2 marks)

- (ii) Based on what you have read give two benefits that access to social media sites can provide when looking for a job. (2 marks)

- (iii) According to the article, why is Facebook less popular with job seekers? (2 marks)

- (b) Describe two issues or concerns that could arise for a company or business if its employees make inappropriate use of social media in the workplace. (6 marks)

- (c) Which two of the following pieces of advice would you offer to an employer thinking about developing a social media policy for his or her company? Explain your choices. (6 marks)

- (1) Give clear guidelines about the appropriate use of social media at work.
- (2) Make the consequences for inappropriate use of social media at work clear.
- (3) It is better not to have a social media policy as it might upset your employees.
- (4) Require all employees to formally sign-up to the company's media policy.

(d) In order to make contact with potential employers and showcase your expertise and skills, you have decided to put your **CV (Curriculum Vitae)** online, using a social media platform. Identify the social media platform you would use and give one reason why you decided to put your CV online.

Write out the details that you would include in your CV using the following headings:

- Personal details
- Educational details
- Work experience history
- References

(12 marks)

N.B. The personal details used should not be your own.

Name of social media site:
Reason for putting CV online:

<u>PERSONAL DETAILS</u>

<u>EDUCATIONAL DETAILS</u>

WORK EXPERIENCE HISTORY

REFERENCES

OR

3. (a) Outline the steps you took to secure any one of your work experience placements. (6 marks)

(b) (i) Identify the greatest challenge you faced when organising the above work experience placement. (2 marks)

(ii) Outline how you overcame this challenge. (4 marks)

(c) Based on the experience of organising your own work experience, give two pieces of advice to help other LCA students when they look for work experience. (6 marks)

(d) (i) You have just successfully completed your final work experience placement and want to send a **thank-you letter** to your former employer. Give one reason why you think it is important to send a thank-you letter. (2 marks)

(ii) Write out the **letter** you would send to your employer. In your letter you should:

- have an appropriate layout, including your address, date, etc.
- explain why you are writing the thank-you letter
- thank your employer and outline why you think the experience you gained will benefit you in your future career.

(10 marks)

N.B. The personal details used should not be your own.

Section 2

Communications and Enterprise

Answer question 4 or 5

4. Read the following article, based on information from studententerprise.ie. Answer the questions that follow.

Student Enterprise Award Winner, Ciara Whooley, Grows her Bauble Business

The Senior Category of the Student Enterprise Awards programme is open to Leaving Certificate, Leaving Certificate Vocational Programme and Leaving Certificate Applied students. In 2012, the top award was won by seventeen year-old student Ciara Whooley from Co. Wicklow. Her business, "Irish Baubles", designs, sources and imports unique hand-painted glass baubles, ideal as presents for family and friends.



Ciara got the idea for Irish Baubles from travelling abroad to Christmas markets around Europe. She realised that most towns sold souvenirs of their own communities and she became aware that there was no similar type products available on the Irish market for tourists or locals to purchase.

Now the baubles are on sale on all five continents. Ciara's website, www.irishbaubles.com, is PayPal enabled, with links to Twitter and Facebook. Many of her customers who buy the baubles in Ireland ship them abroad as they make an ideal gift at Christmas time to send to loved ones.

Ciara's future plan is to invest more in the packaging and presentation of her product to increase the product value in the shops. She wants her glassware to become recognisable in outlets and to become the "middle range value" souvenir that the tourist brings home. Branding is also becoming very important to her.

Her top tips for budding entrepreneurs include, "If you believe in it – go for it!". She says, "I would not be here if I had listened to all the experts. Expect the unexpected. Seek help. People are willing to support young entrepreneurs."

- (a) (i) How did Ciara come up with the idea for Irish Baubles? (2 marks)

- (ii) What award did Ciara win? (2 marks)

(iii) What evidence suggests that Ciara is successful in business?

(2 marks)

(b) Which one of the tips, offered by Ciara in the last paragraph above, do you think is most useful to young entrepreneurs? Explain your answer.

(6 marks)

(c) In your opinion, how might winning a major student enterprise award may have benefitted Ciara's business?

(6 marks)

(d) Write a **report** on your involvement in a mini-company/enterprise. Your report should include the following:

- A description of your role in the mini-company/enterprise.
- One aspect of your Enterprise course that helped you in your role in the mini-company or enterprise.
- One skill you learned by taking part in this mini-company/enterprise.
- One thing you would do differently and explain why.

(12 marks)

Description of your role in the mini-company/enterprise

One aspect of your Enterprise course that helped you in your role in the mini-company or enterprise

Skill you learned by taking part in this mini-company/enterprise

One thing you would do differently and explain why

OR

5. Read the following edited piece on Tadgh Sugrue, a store manager with the supermarket chain, Lidl. The text is adapted from careersportal.ie. Answer the questions that follow.

When I finished school I didn't know what I wanted to do. I studied Computer Science and Enterprise Studies and I was working part-time in a Cash and Carry, which I really enjoyed. I saw different aspects of the business; purchasing, sales and customer relations. I believe this was a positive influence in my decision to work with Lidl as I wanted to stay in the retail industry and learn more. I applied for a Deputy Store Manager position. After the interview they contacted me to tell me I was successful and I began training the following week.

As a Store Manager with Lidl I am responsible for the day-to-day operations of a busy store. I manage and motivate a team of up to 20 staff. I monitor and control staff costs, store productivity, running costs and I make sure that the entire product range is fully available to customers. The hours are flexible which allows me time to organise leisure activities and to play football.

The main challenges with my job are that no matter how well you plan the day, structure it and organise what to do, unforeseen challenges and tasks arise that have to be addressed. For example, if a customer is looking for a product we don't have I may have to try and locate the item in another Lidl store.



When I started with Lidl I had regular training in all aspects of running a store. These training sessions were run by the Training Manager and usually took place once a week for three to four hours at a time. Over the course of my career with Lidl I have also completed a week long course to become an instructor in manual handling and health and safety.

The advice I would give to someone considering this type of job is that they should be organised, flexible, motivated and a hardworking leader. It is important to have excellent communication and interpersonal skills and the ability to motivate and lead a team.

- (a) (i) Based on what you have read above, why did Tadgh Sugrue decide to apply for a job as a supermarket manager? (2 marks)

- (ii) Identify two of Tadgh Sugrue's responsibilities at work. (2 marks)

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(iii) Identify two types of professional support provided by Lidl, mentioned in the above article. (2 marks)

(b) Tadgh Sugrue mentions that as part of his overall training he completed a course in health and safety. Why do you think a supermarket manager would need training in health and safety? (4 marks)

(c) Select two skills or qualities, identified by Tadgh Sugue in the final paragraph above. Explain why you think these skills or qualities are important to the successful running of a business. (8 marks)

(d) As part of the Communications and Enterprise module, your class has either participated in an enterprise related outing (e.g. to a local business or trade fair) or has received a visit from a person involved in enterprise. Your LCA co-ordinator has asked you to write **an article for your school website** about one of these events.

Write the article, including the following information:

- * Identify and describe the event in which your class participated.
- * Describe how your class prepared for the event.
- * Outline two ways in which you and your class benefitted from the event. (12 marks)

Identify and describe the event your class participated in

Describe how your class prepared for the event

Outline two ways in which you and your class benefitted from the event

Section 3

The Communications Media

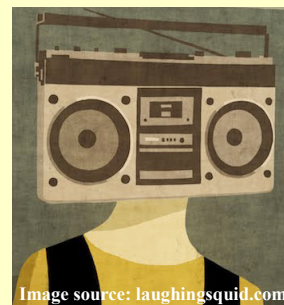
Answer question 6 or 7

6. Read the following piece, adapted from ibireland.ie. The passage discusses twenty-five years of service by independent radio stations to Irish radio listeners. Answer the questions that follow.

In 1989, Dublin's FM104 became the first independent radio station to broadcast in Ireland. The Independent Broadcasters of Ireland represents the two national, four regional, one multi-city and twenty-seven local commercial radio stations throughout Ireland. Today more than 1,500 people are employed in 34 independent radio stations and the sector is a vital economic and social contributor to the fabric of Ireland. The broadcasting landscape has been transformed and enriched with the licensing of independent radio stations across Ireland.

Ireland has the highest radio listenership in the EU with Irish people listening to radio for an average of 4 hours every day. Listenership to independent broadcasting in Ireland has never been stronger. More than 70% of the Irish population, 2.5 million people, tune into independent radio on a daily basis. This is due in no small part to the strength of independent broadcasters. They make a real difference to communities throughout Ireland covering local issues and telling stories that would not otherwise be heard. From local sporting events that could never be aired on national broadcasters, to running campaigns, to promoting social issues of concern to their local area, independent broadcasters play a very important role in modern Irish life. Virtually all the turnover of local radio stations is spent in the local economy.

John Purcell, Chairman of the Independent Broadcasters of Ireland said: "Radio holds a unique place in Irish life and independent radio is at the heart of local communities throughout Ireland. The programmes we broadcast are developed and produced locally, reflecting the interests of those we serve. We are providing a voice for the people of Ireland, we are providing valuable employment and we are providing economic support to the communities in which we are based".



- (a) (i) Based on what you've read above, what percentage of people in Ireland tune into independent radio on a daily basis? (2 marks)

- (ii) From your reading of the passage above, identify two topics that local radio stations would cover that national radio stations may not cover. (2 marks)

(iii) Give two ways, identified by John Purcell, in which local radio stations benefit the communities that they serve. (2 marks)

(b) Name your local radio station and explain why you do or do not regularly listen to this radio station. (6 marks)

(c) Explain how, in your opinion, radio stations could use social media to make radio programmes more attractive to a younger audience. (6 marks)

(d) Having successfully completed a work placement with a local radio station, you would like to provide a weekly “school radio” programme, using your school intercom. Write the **proposal** you would submit to your school Principal outlining your plans for a suitable programme.

Your proposal should include the following:

- * An explanation as to why this programme would serve a useful purpose in the school.
- * A name for the programme – explain your choice.
- * A suitable time to broadcast the programme – explain your choice.
- * Possible topics to be covered and/or people to be interviewed. (12 marks)

Why the programme would serve a useful purpose in the school

Name for the programme/explanation

Suitable time for broadcast/explanation

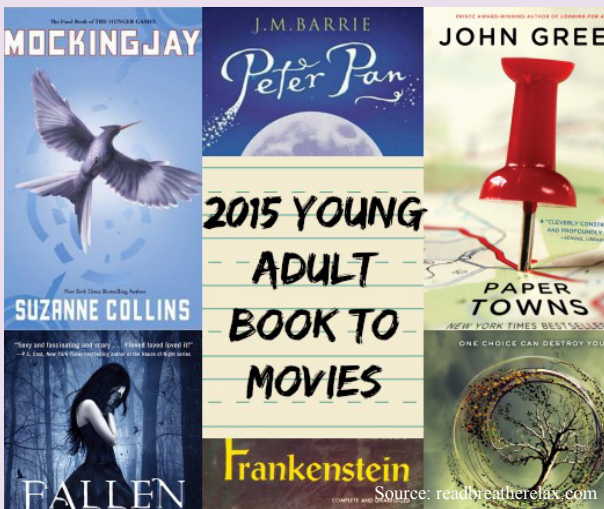
Possible topics to be covered/people to be interviewed

OR

7. Read the following passage on Young Adult book-to-film adaptations. The extract has been adapted from an article on vulture.com. Answer the questions that follow.

Many enter the arena, but only one can be a winner: That's the plot of *The Hunger Games*, but it could also serve as a comment on all the other would-be blockbusters that have tried and failed to become the next big young adult franchise at the box office. After *Harry Potter* and *Twilight* made a fortune, studios clamoured to buy up every hot Young Adult novel in sight. But only *The Hunger Games* has become a brand-new phenomenon. So, why have so few Young Adult adaptations succeeded while so many have failed?

According to Ben Schrank, President of the Young Adult imprint of Penguin Random House, there's one surefire way to separate the winners from the losers. Book series like *The Hunger Games*, *Harry Potter*, and *Twilight* were simply the most successful at crossing over into an adult readership. Most failed movie adaptations were drawn from Young Adult franchises whose fan bases were mostly teenagers. "When you see adults on their commutes reading these books it means the movie has a far better chance of working", explains Schrank. Without an older audience, relying solely on young fans can cause problems at the box-office. "I think teens are more likely than adults to avoid movies they've heard aren't good," says Schrank.



It's also key to assemble the right cast. This can be a tricky proposition when you're under the Young Adult microscope. Fans already have vivid ideas of who should play certain roles. Ask Schrank why *The Hunger Games* is a hit, and he's got a simple explanation: "Jennifer Lawrence."

Timing is also important. The first *Twilight* movie came out just four months after the final *Twilight* novel, *Breaking Dawn*, had sold record-breaking numbers. The first *Harry Potter* film was released in between the fourth and fifth *Harry Potter* novels, which deepened and darkened the series in a way that drew in more adults.

Despite the many failed contenders at the box office Schrank doesn't expect the Young Adult boom to end anytime soon. He suspects we'll see a shift into more grounded, realistic stories, pointing to the adaptation of John Green's *The Fault in Our Stars*. He believes that because more people are writing better books for young people than ever before and because we live in a culture where fewer and fewer people think of themselves as old, the success of Young Adult book-to-film adaptations will continue.

- (a) (i) According to Ben Schrank, what evidence can indicate that a Young Adult book appeals to older readers? (2 marks)

- (ii) From your reading of paragraphs three and four, identify two factors that help to create a successful book-to-film adaptation. (2 marks)

(iii) Give two reasons why Ben Schrank thinks that film adaptations of Young Adult books will remain popular with audiences. (2 marks)

(b) Which two of the following add most to your enjoyment of a film? Explain your answer. (6 marks)

Theme	Special effects Or Sound track	Characters
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(c) Imagine you have been given the choice of reading a particular book or watching a film based on the same book. Write a personal response beginning with **one** of the following statements:

- I would prefer to watch the film rather than read the book because ...
- I would prefer to read the book rather than watch the film because ... (6 marks)

(d) You have been asked to give a **presentation** to your class on aspects of film and film-making, based on what you have learned in the Communications Media Module of your Leaving Certificate Applied course. Write out the text of the presentation you would give.

Include the following in your presentation:

- * Explain the role of the producer and the director in the making of a film.
- * Identify two different camera shots and explain their use.
- * Identify your favourite type of film and explain why you enjoy this type of film. (12 marks)

Role of the producer in making a film

Role of the director in making a film

Identify two different camera shots and explain their use

Identify your favourite type of film and explain why you enjoy this type of film

Section 4

Critical Literacy and Composition

Answer question 8 or 9

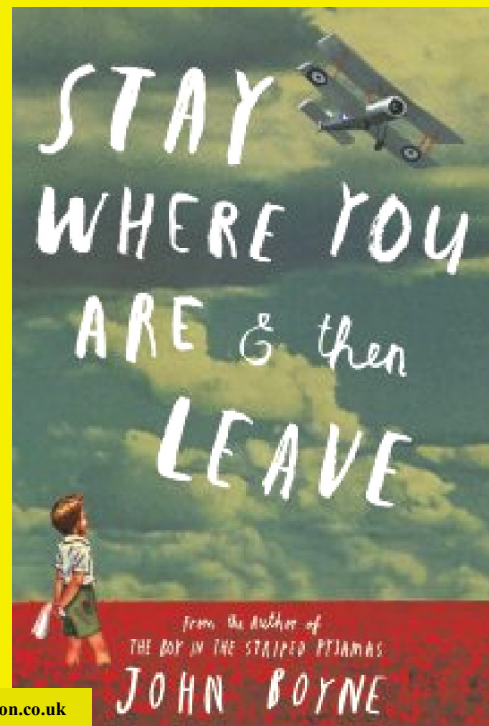
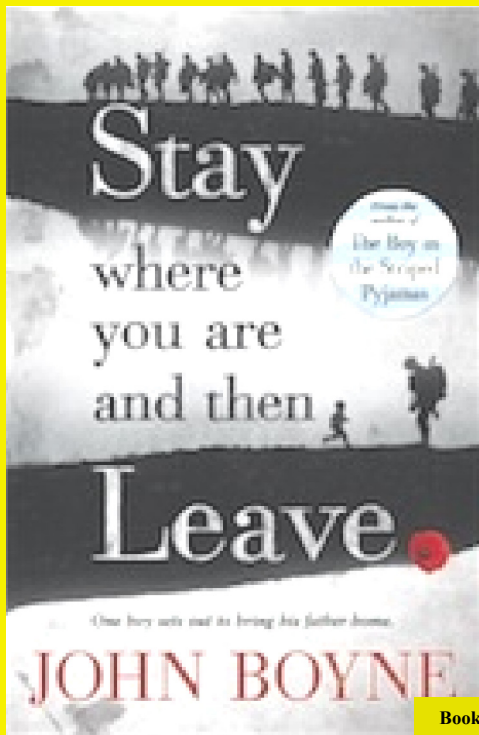
8. Read the following book review of John Boyne's novel *Stay Where You Are and Then Leave*. The passage is adapted from theguardian.com. Answer the questions that follow.

John Boyne is best known for his hugely successful Holocaust novel, *The Boy in the Striped Pyjamas*. Now he has taken on the First World War, a similarly important historical event. Boyne's novel, *Stay Where You Are and Then Leave* is the story of Alfie Summerfield, a boy whose father is swept up in the excitement of the outbreak of the war and joins the army. Alfie's dad writes to his wife and son from the trenches, but after a couple of years the letters stop coming.

According to Alfie's mum, that's because dad is "on a secret mission for the government". Alfie, however, suspects she might be lying and sets out to uncover the truth. At first he doesn't get far in unravelling the mystery. Times are hard: his mum works as a nurse but can't make ends meet, so Alfie starts missing school to help out, earning money as a shoeshine boy at King's Cross Station in London. Then he has an amazing stroke of luck: one of his customers is an army doctor whose papers are blown away by the wind. Alfie helps to gather them, and in the process, discovers the true whereabouts of his father.

I'd been enjoying the story up to this point. Alfie is an easy character to like, and the relationship with his harassed mum is well-written. The other people in Alfie's world – his loving dad, his slightly barmy granny have depth, too. However, from that moment at King's Cross, there's an increasingly fairytale-like feel to things, even though the story of Alfie's quest to find his shell-shocked dad and bring him home is grounded in detail. There are more coincidences and the ending is fairytale, too, with all the plot strands resolved, some rather unbelievably.

There are other irritations too. Early on, we are told that Alfie had often heard Prime Minister Asquith's name on the radio, which would have been difficult in 1914 as the BBC only started broadcasting in 1922. And yet my final verdict on this book is positive. *Stay Where You Are and Then Leave* has its faults, but ultimately it is a good, solid, engaging read.



Book covers source: amazon.co.uk

- (a) Based on what you have just read, what do you think is the main theme of the novel *Stay Where You Are and Then Leave*. (6 marks)

(b) Do you think the critic who wrote the above review enjoyed the book? Explain your answer. (6 marks)

(c) Based on your reading of the above review, would you like to read the book? Explain your answer. (6 marks)

(d) Carefully examine the two book covers for John Boyne’s novel, *Stay Where You Are and Then Leave*, then answer the following:

- * Compare the two covers using these headings : images, font and use of colour
- * Which one of the book covers do you prefer? Explain your choice. (12 marks)

Compare book covers : images/font/use of colour

Explain which one of the two book covers you prefer

OR

9. Read the following lyrics from the song *Thinking Out Loud* by Ed Sheeran. Lyrics from directlyrics.com. Answer the questions that follow.

When your legs don't work like they used to before
And I can't sweep you off of your feet
Will your mouth still remember the taste of my love
Will your eyes still smile from your cheeks
And darling I will be loving you 'til we're 70
And baby my heart could still fall as hard at 23
And I'm thinking 'bout how people fall in love in mysterious ways
Maybe just the touch of a hand
Oh me I fall in love with you every single day
And I just wanna tell you I am

So honey now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart
I'm thinking out loud
Maybe we found love right where we are
When my hair's all but gone and my memory fades
And the crowds don't remember my name
When my hands don't play the strings the same way,
I know you will still love me the same
'Cause honey your soul can never grow old, it's evergreen
And baby your smile's forever in my mind and memory
I'm thinking 'bout how people fall in love in mysterious ways
Maybe it's all part of a plan
I'll just keep on making the same mistakes
Hoping that you'll understand



Source: chasingcouturedreams.com

- (a) Do you think the title and lyrics of this song are well matched? Explain your answer. (6 marks)

- (b) In your opinion, which one of the following statements best describes what this song is about?
- It is a song about the future.
 - It is a song about love.
 - It is a song about commitment.

Explain your answer with reference to the song.

(6 marks)

- (c) Explain in your own words what you think the following lyric from the song means:

“your soul can never grow old, it's evergreen”

(6 marks)

- (d) Name a poem or popular song that you have studied. You may **NOT** use *Thinking Out Loud* in your answer.

- Select two images from your chosen poem or song that appeal to you and explain their appeal.
- Write a personal response to either the theme or mood of your chosen poem or song.

(12 marks)

Name of poem or popular song

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Two images from the poem or song that appeal to you, explain their appeal

Personal response to theme or mood

