

## Question 1

### Question 1

**(20 marks)**

Choose a film you have studied.

Title of film:
Director:

Choose **two** of the tips on page 3 that you think apply to characters in a film you have studied. With reference to your studied film, describe how these tips apply. In your answer you may refer to one character or more than one character.

Expect candidates to describe how any two of the tips featured apply to a character or characters in a film they have studied. Expect candidates to describe how the tips relate to the actions and experiences of characters chosen. Reward focused, clear, developed and well-expressed writing.

Mark by impression **Ex 20 marks**.

Indicative material:

- Character(s) show great determination to try to succeed but may not
- Character(s) face obstacles which challenge characters and make audience relate to them
- Character(s) hold strong views which make them interesting
- Character(s) display emotions making them more credible
- The ultimate fate of the character(s) is interesting – affecting audience’s view of them
- Etc.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly describes how two of the tips apply to a character or characters in their chosen film – maintains a focus on the application of their chosen tips</b></li> </ul>	18 - 20

	<ul style="list-style-type: none"> <li>• Develops ideas in detail, using supporting evidence</li> <li>• Clear and proficient expression</li> <li>• Writing structured coherently</li> <li>• Uses spelling and written punctuation proficiently.</li> </ul>	
Medium	<ul style="list-style-type: none"> <li>• Maintains focus on chosen tips in the main, loses focus at times</li> <li>• Provides some development of ideas and some supporting evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – losing some structure</li> <li>• Uses spelling and written punctuation reasonably well.</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Struggles to focus on task, lapses into summary</li> </ul>	



- Provides little development of ideas, little or no support
- Has poor expression, with many lapses
- Writes with little structure or coherence
- Writes with multiple errors of spelling and written punctuation.

0 - 10

## Question 2

### Question 2

**(20 marks)**

Film directors often create key moments through the use of striking visual images. With reference to one or more key moment(s) from the film you have studied, explain how the director's use of striking visual images makes your chosen moment(s) engaging for the viewer.

Expect candidates to analyse how key moments are made engaging for the audience through the use of striking visual imagery in the film they have studied. Allow for a liberal interpretation of 'striking'. Candidates may refer to many different visual aspects of the film. Expect a variety of approaches to the task with some candidates offering in-depth analysis of a few key moments and others analysing numerous moments and treating them with less development. Judge each piece of work on its own merits. Reward candidates who show an awareness of how films tell their stories/add meaning, through images. Reward focus, clarity and well-expressed ideas.

Mark by impression **Ex 20 marks**.

Indicative material:

Striking visual imagery:

- Adds to the dramatic quality of the moment

6

- Can influence the audience's response
- Intensifies focus on a character / event / object of importance
- Creates a particular mood
- Can be of aesthetic quality
- Etc.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explains how a key moment or moments in the film is/are made more engaging through the use of striking visual imagery – Maintains focus on task</b></li> <li>• Ideas well developed</li> <li>• Uses supportive evidence effectively</li> <li>• Clear and proficient expression</li> <li>• Writing coherently structured</li> <li>• Uses spelling and written punctuation proficiently.</li> </ul>	18 - 20
Medium	<ul style="list-style-type: none"> <li>• Addresses the task in the main with some loss of focus</li> <li>• Provides some development of ideas and some supporting evidence</li> <li>• Has reasonably good expression, with some lapses</li> <li>• Writes in an organised manner at times – losing some structure</li> <li>• Uses spelling and written punctuation reasonably well.</li> </ul>	11 - 17

Low	<ul style="list-style-type: none"><li>• Struggles to focus on task, lapses into summary</li><li>• Provides little development of ideas, little or no support</li><li>• Has poor expression, with many lapses</li><li>• Writes with little structure or coherence</li><li>• Writes with multiple errors of spelling and written punctuation.</li></ul>	0 - 10
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### Question 3

- (b) Would you recommend this poem for inclusion in a poetry book for Junior Cycle English students? In your answer you should refer to both what the poem says and how it uses language.

Candidates are free to answer positively or negatively. Candidate must refer to both the content and the style of the poem though not necessarily equally. Reward clear, well-expressed and well-developed answers. Expect candidates to use evidence from the poem.

Mark by impression **Ex 15**

Indicative material:

Recommend because:

- Thought-provoking ideas
- Strong emotions / tone
- The imagery she uses really explains her message
- Her use of dramatic verbs holds the reader's attention 'breaking... shoving... strewn
- In contrast with verbs describing the leaves 'plodding... unfurling' clever
- Use of alliteration gives the poem a lyrical quality 'fuschia funnels, cotton candy-coloured... patient, plodding' – clever
- Use of varying metre – lyrical
- Etc.

Don't Recommend because:

- Content not of interest to young people
- Boring
- Too confusing
- Language too complex
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 15</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate argues for or against inclusion of poem referring to both content and style</b></li> <li>• Strong analysis / clear interpretation</li> <li>• Ideas well developed - convincing</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	14 - 15
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Reasonable analysis</li> <li>• Reasonable development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	9 - 13
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task</li> <li>• Limited analysis</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 8

## Question 4

### Question 5

(10 marks)

Give an example of a memorable metaphor or simile used by a poet that you encountered in your study of English for junior cycle. Explain why this metaphor or simile was memorable for you. You may not use the poem printed on this paper.

Expect candidates to identify a metaphor or a simile from a poem they have studied. Expect candidates to give an example of a metaphor or a simile. Candidates should explain why they consider the image identified to be memorable. Answers may be succinct.

Mark by impression **Ex 10**

Quality of Response	Indicators:	Mark Range <b>Ex 10</b>
High	<ul style="list-style-type: none"><li>• <b>Candidate clearly identifies a simile or metaphor and explains why it is memorable</b></li><li>• Ideas well-developed</li><li>• Uses supporting evidence effectively</li><li>• Clear expression</li><li>• Writing well organised</li><li>• Spelling and written punctuation proficient.</li></ul>	9 - 10
Medium	<ul style="list-style-type: none"><li>• Some unclarity about the task</li><li>• Reasonable development</li><li>• Some use of supporting reference</li><li>• Some flaws in expression - unconvincing</li><li>• Writing organised in some respects</li><li>• Reasonably good spelling and written punctuation</li></ul>	5 - 8
Low	<ul style="list-style-type: none"><li>• Does not appear to understand the task</li><li>• Ideas undeveloped</li><li>• Ideas unsupported</li><li>• Many flaws in expression</li><li>• Writing disorganised</li><li>• Many spelling and written punctuation errors.</li></ul>	0 - 4

## Question 5

### Question 6

**(35 marks)**

Do you think that poets offer readers hope through their poetry? Explain your views with reference to at least three poems you have studied. Refer to both the ideas and the use of language in the poems you discuss. You may not use the poem printed on this paper but you may use the poem you referred to in question 5.

Expect poets to analyse at least three poems they have studied in answering though not necessarily in equal measure. Candidates are free to argue that poets do or do not offer hope through their poetry. Allow for a broad range of approaches. Candidates must refer to both the ideas and the language use in their chosen poems though not necessarily equally. The chosen poems may not be treated equally. Reward good knowledge and analysis of the chosen poems. Reward clear expression and the development of ideas. Reward coherent / well-structured writing. Expect candidates to use quotation / reference in their responses.

Mark by impression **Ex 35**

Indicative material:

Hope because

- Poems offer solutions to life's challenges
- Poems are thought-provoking and therefore hope that things can change
- Poems allow memories to be celebrated and revisited
- Poems show the strength of human resilience
- The language of poetry can be beautiful and uplifting
- Your mind can be filled with beautiful images
- Poems can take you to places you've never been to and this is uplifting
- Poems can introduce us to inspiring and heroic characters
- Poems can be inspirational

No hope because

- Poems often focus on death
- No answers to mortality
- Language of poetry is archaic and offers little to young people – not hopeful / old fashioned
- Poems often dwell on cruelty and injustice
- Poems often dwell on tragedy and sadness
- Language could be dull repetitive – not uplifting
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 35</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate utilises at least three poems to argue that poets do and / or do not offer hope in their poems</b></li> <li>• Ideas very well-developed / strong analysis</li> <li>• Uses supporting evidence effectively</li> <li>• Clear expression</li> <li>• Writing well organised</li> <li>• A coherent response – well structured</li> <li>• Spelling and written punctuation proficient.</li> </ul>	32 -35
Medium	<ul style="list-style-type: none"> <li>• Some lack of clarity about the task</li> <li>• Reasonable development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	19 - 31

Low	<ul style="list-style-type: none"><li>• Does not appear to understand the task / lapses into summary</li><li>• Ideas undeveloped</li><li>• Ideas unsupported</li><li>• Many flaws in expression</li><li>• Writing disorganised</li><li>• Many spelling and written punctuation errors.</li></ul>	0 - 18
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## Question 6

### Question 8

**(40 marks)**

*By creating characters that express strong views, playwrights can heighten the drama in plays.*

- (a)** With reference to a Shakespearean **or** a non-Shakespearean play you have studied, outline a key moment when a character expresses a strong view and explain how this heightens the drama in the play.

Expect candidates to outline what takes place in a key moment from their chosen play where a character expresses a strong view. They should explain how the drama is heightened by the expression of this view at this point. Reward knowledge of the chosen drama. Reward focus, coherence, development and supporting material. Candidates may use a range of material.

Mark by impression Ex 20.

Indicative points:

- Character reveals inner thoughts – good / bad – creates tension / rivalry
- Airs strong emotions
- Complex relationships revealed – attitudes towards others – contrasting characters
- Conflicting views expressed
- Plot intentions
- Creates tension / suspense
- Should explain how drama is heightened
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate clearly explores how a character expressing a strong view in a key moment heightens the drama</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient.</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors.</li> </ul>	0 - 11

- (b) If you were to stage the key moment you have chosen, explain **two** things you would do in order to heighten the dramatic experience for the audience. You may refer to aspects of performance and / or stagecraft.

Expect candidate to suggest two aspects of performance / stagecraft that they could introduce for the chosen key moment. Award evidence of the knowledge of dramatic technique. Expect candidates to explain how their suggestions would heighten the dramatic experience for the audience. Reward focus, coherence, development of ideas and use of supporting material. Mark by impression Ex 20.

Indicative Points:

- Costuming to reveal character
- Sound / Lighting to create mood
- Positioning on stage – to suggest relationships
- Stress or emphasis of lines
- Movement / body language
- Gestures / Facial expressions
- Set design
- Use of props
- All could contribute to the dramatic experience
- Etc.

Quality of Response	Indicators:	Mark Range <b>Ex 20</b>
High	<ul style="list-style-type: none"> <li>• <b>Candidate suggests two aspects of staging / performance and explores how each of these would heighten the dramatic experience for the audience</b></li> <li>• Ideas well developed</li> <li>• Uses supporting evidence effectively</li> <li>• Clear and lively expression / fluency, variety</li> <li>• Writing well organised</li> <li>• Spelling and written punctuation proficient</li> </ul>	19 - 20
Medium	<ul style="list-style-type: none"> <li>• Some loss of focus on the task</li> <li>• Limited development</li> <li>• Some use of supporting reference</li> <li>• Some flaws in expression - unconvincing</li> <li>• Writing organised in some respects</li> <li>• Reasonably good spelling and written punctuation</li> </ul>	12 - 18
Low	<ul style="list-style-type: none"> <li>• Struggles to focus, may not appear to understand the task – drifts into unfocused summary</li> <li>• Ideas undeveloped</li> <li>• Ideas unsupported</li> <li>• Many flaws in expression</li> <li>• Writing disorganised</li> <li>• Many spelling and written punctuation errors</li> </ul>	0 - 11

## Question 7

### Question 8

(10 marks)

All well-written stories have a shape or structure. One popular shape for a story is called the *Man in Hole* shape. Study the graphic image below which illustrates the three steps that a typical *Man in Hole* story takes. Complete the task that follows.

Starting with Step 1 below, outline a plot summary for a story using the three steps presented in the *Man in Hole* graphic above.

Expect candidates to give a brief outline of a story, using the given opening line, which follows the structure of the 'man in hole' story arc. In effect something bad must happen followed by a change in circumstance (possibly a light bulb moment) that leaves the character better off than at the start. Reward when a response demonstrates a clear understanding of the story structure. Candidates' responses do not need to be long and should not be an attempt to tell a story in detail. Reward clarity and focus.

Mark by impression **Ex 10 marks**.

Quality of Response	Indicators	Mark Range Ex 10
High	<ul style="list-style-type: none"><li>• Candidate's attempt shows a clear understanding of the <i>Man in Hole</i> story structure and the narrative follows the arc</li><li>• Expression is concise and clear</li><li>• Uses spelling and written punctuation proficiently.</li></ul>	9 - 10
Medium	<ul style="list-style-type: none"><li>• Shows a partial understanding of the task</li><li>• Some flaws of expression</li><li>• Uses spelling and written punctuation reasonably well.</li></ul>	5 - 8
Low	<ul style="list-style-type: none"><li>• Shows little or no understanding of the task</li><li>• Expression flawed</li><li>• Writes with multiple errors of spelling and written punctuation.</li></ul>	0 - 4

## Question 8

### Question 9

(5 marks)

Rewrite the following text, adding capital letters, commas, inverted commas, apostrophes and full stops correctly. You should create three lines of direct speech.

tell me a story jane implored youre too old for stories her father sighed ill never be too old for stories jane insisted

“Tell me a story,” Jane implored.

“You’re too old for stories,” her father sighed.

“I’ll never be too old for stories,” Jane insisted.

Candidates should demonstrate an understanding of the correct use of each of the punctuation marks. It is not necessary for a candidate to produce a perfect response to be awarded full marks.

Very Good Attempt, 3 or fewer errors	Good Attempt 4-5 errors	Reasonable Attempt 6-7 errors	Poor Attempt 8-9 errors	Attempt Of No Merit 10 + errors
5	4	3	2	0

## Question 9

### Question 10

**(20 marks)**

Choose either picture **A** or picture **B** below. Imagine that your chosen picture shows a character in a short story you are writing. Write the opening paragraph for that story in which you make this character either a villain or a hero. You may include dialogue in your paragraph.

Expect candidates to choose either picture A or picture B and to write an opening paragraph including the chosen character, the content of which suggests that he or she is either a hero or a villain. Accept a broad interpretation of hero or villain. The suggestion could be explicit or implicit. The candidate is not asked to write a story but allow broad interpretation of an opening for a story. Reward creative use of descriptive language. Reward evidence of understanding of elements of storytelling. Reward candidates who show understanding of the importance of making the opening of a story engaging.

Mark by impression **Ex 20 marks**.

Quality of Response	Indicators	Mark Range Ex 20
High	<ul style="list-style-type: none"> <li>• <b>Candidate convincingly introduces a character in an opening paragraph for a short story, with the suggestion that he/she is a hero or a villain</b></li> <li>• Candidate writes engagingly – adding aspects of writing that would encourage a reader to read on</li> <li>• Uses descriptive language effectively</li> <li>• High standard of expression</li> <li>• Uses spelling and written punctuation proficiently.</li> </ul>	18 - 20
Medium	<ul style="list-style-type: none"> <li>• Candidate introduces a character in an opening paragraph for a short story, with some suggestion that he/she is a hero or a villain</li> <li>• Some engaging aspects</li> <li>• Some use of descriptive language</li> <li>• Uses spelling and written punctuation reasonably well.</li> </ul>	11 - 17
Low	<ul style="list-style-type: none"> <li>• Shows little understanding of the task</li> <li>• Writing with little engagement</li> <li>• Few if any descriptive elements</li> <li>• Writes with multiple errors of spelling and written punctuation.</li> </ul>	0 - 10