



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2018 Final Examination English

Higher Level

Wednesday, 6 June – Morning 9:30 to 11:30

180 marks

Examination Number				

Centre Stamp

Cumulative total	
Note: The mark above must equal the mark awarded in the Total box.	

For the Examiner only			
Section	Question	Examiner	Adv.
A	1.		
	2.		
	3.		
	4.		
B	5.		
	6.		
	7.		
C	8.		
	9.		
Assessment Task	AT		
Total			

The theme of this examination paper is
Appearance and Reality

Instructions

There are three sections in this examination paper.

Section A	Reading and Writing with Competence	55 marks	4 questions
Section B	Understanding Characters	65 marks	3 questions
Section C	Responding Imaginatively to Texts	60 marks	2 questions

Answer all 9 questions.

The questions do not all carry equal marks. The number of marks for each question is stated at the top of the question.

You should spend about 40 minutes on Section A, 35 minutes on Section B and 40 minutes on Section C.

When answering on studied material, you must use texts in line with what is prescribed for 2018.

Write your answers in the spaces provided in this booklet. You may lose marks if you do not do so. You are not required to use all of the space provided. You should read each question in full before beginning your response.

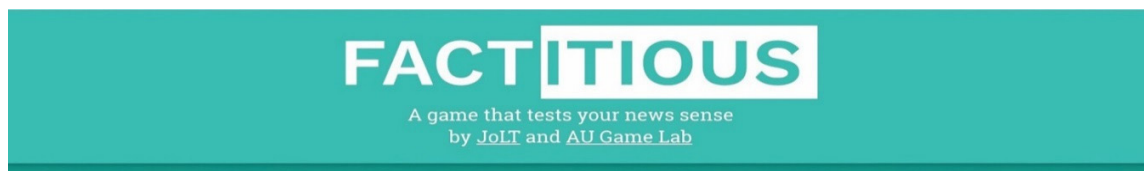
Extra pages are provided if needed. Label any extra work clearly with the question number and part.

You may only use blue or black pen when writing your answers. Do not use pencil.

Section A Reading and Writing with Competence 55 marks

Suggested time for Section A: 40 minutes

Read the following text by Tufayel Ahmed from *Newsweek.com* and the accompanying screenshots. Answer the questions that follow.



There is a thin line between *real* news and *fake* news. Even the most vociferous newshound is prone to falling for a deceptive article posted by a friend of a friend that lurks on our Facebook feed. But now you can sharpen your ability to spot fake news and hopefully avoid being duped by fake stories.

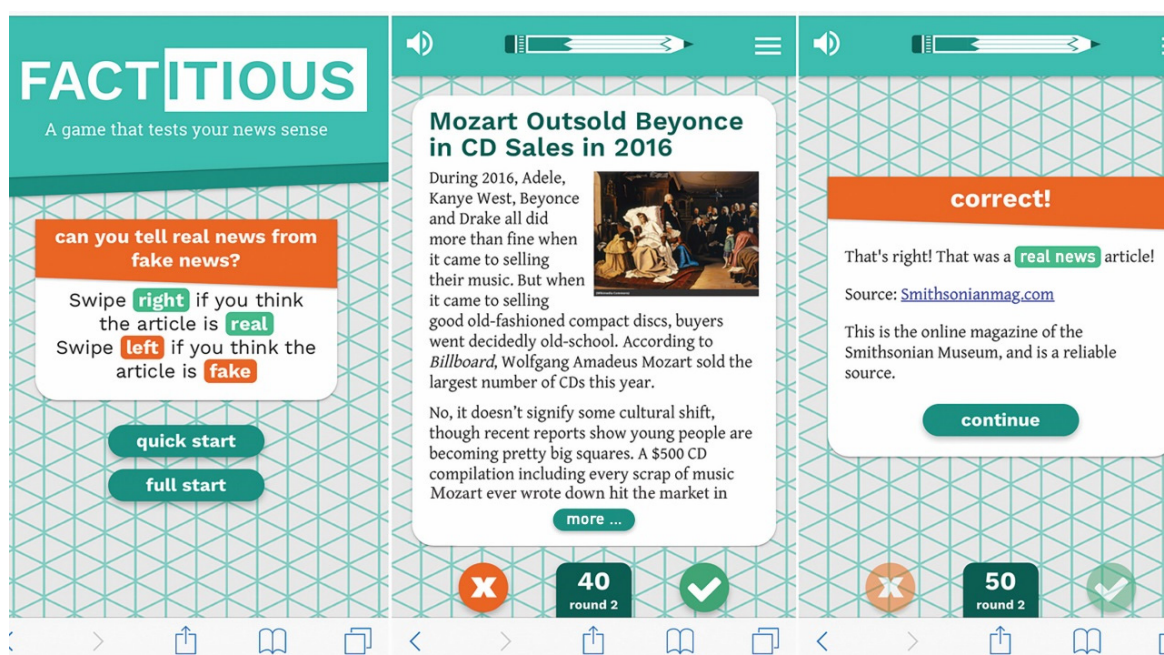
Introducing *Factitious*, the web game that tests your knowledge of real and fake news. It's pretty easy for anyone to play. Players have to swipe or click, depending on whether they think the story is true or fake.

Factitious derives its news stories from various sources around the web, some reputable, and some not so reputable. The headlines all sound pretty preposterous—“Hash browns recalled over golf ball bits,” reads one—but some are, in fact, true, the hash brown story included.

The online game was created by JoLT, a collaborative at the American University in Washington, D.C., that promotes innovation in journalism through game design.

The concept for *Factitious* comes from Maggie Farley, who worked for 14 years as a journalist at the *Los Angeles Times*. In an interview with *Newsweek*, Farley said she originally devised the game to help middle and high school students discern fake news stories from real news stories.

Farley hopes to rollout the software as a free, open-source learning tool for students and newsrooms. Educators will be able to input their own stories and test their students, which, given the age we're living in, is probably a valuable life skill.



Question 1**15 marks**

Based on your reading of the texts on page three:

- Explain in your own words why the game *Factitious* was developed
- Give reasons why, in your view, the game is or is not useful to young people today.

Optional Rough Work

Question 2

The following words, in bold, appear in the passage printed on page three. In the case of each word, indicate what that word means, as it is used in the passage, by placing a tick ✓ in the appropriate box. Tick one box only in each case.

□

1

1

5

9

1

10

Study the following photograph, taken by Eric Luke and read the accompanying written text by Arminta Wallace, before completing questions three and four.

At first glance... Why did the elephant cross the road?



When I was a kid we used to sing a song which went: “Nellie the elephant packed her trunk and said goodbye to the circus. Off she went with a trumpety-trump: Trump! Trump! Trump!”

In the late 1950s, we did not know much about elephants. We didn’t know that they grieve for their dead, or how brutally they are treated by poachers. We didn’t know what was coming down the tracks: habitat loss and climate change.

We thought it was fine to have elephants in the circus.

The image above which was originally published on the front page of *The Irish Times* on the last day of 1992, was accompanied by a caption which read:

Trunk and Orderly: Mr Richard Chipperfield exercising the elephants on arrival at the Point Theatre, where the Chipperfield Circus opens on Saturday...

At first glance, it’s kind of cute. The young man out for a walk with his pets on a lead. The massive creatures lumbering obediently behind, trunks curled around tails like toddlers holding hands on an outing.

But it’s also bleak and sad. Elephants don’t belong on tarmac; against the treeless, pitiless background the animals look shabby and ill-groomed.

Between outright and partial bans in the EU, worldwide and closer to home, animal circuses appear to be headed for extinction. It’s an emotive subject; if you wish to read something sensible on the matter, try the ‘Big Stop’ section of the ISPCA’s website.

And if you’re going to the circus this summer, here’s hoping it stars talented human performers, acting as wild as they want to.

Question 3

15 marks

Do you think that the writer of this article uses language effectively, to convey her views to the reader? Explain your answer with reference to the article.

Optional Rough Work

[illegible]

Question 4

*It is now against the law for circuses in Ireland to use **wild** animals.*

A black and white illustration of a large, striped circus tent. The tent has a conical roof with alternating dark and light vertical stripes. A small flag is flying from the top peak. The base of the tent is supported by a series of vertical poles, and the lower section also features the same striped pattern. The background consists of several stylized, dark, triangular shapes representing trees or hills.

Optional Rough Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

65 marks

40 marks

Author: _____

Optional Rough Work

[illegible]

[illegible]

Question 6**20 marks**

Imagine that one of the following two pictures shows a character from a story that you are writing. In your story, the character is not all that he or she appears to be. Write a descriptive passage that introduces your character to readers. Choose one picture only.

Picture A**Picture B**

Optional Rough Work

[illegible]

Question 7

5 marks

In each of the following sentences, one of the homophones used is correct and one is incorrect. In each case circle the **one** homophone that is correct. Homophones are words that sound the same but have different meanings. The first example has been completed for you.

- (a) **Two** / too rabbits appeared out of the magician's hat.
- (b) The pupils placed there / their coats on hooks and sat down quietly.
- (c) I had to alter / altar my costume before the show.
- (d) I was not allowed / aloud to swim in the old quarry.
- (e) My brother was so proud, he finally passed his test and got his driver's licence / license.
- (f) I stood at the end of the pier / peer and watched the sunset.

[illegible]

Section C**Responding Imaginatively to Texts****60 marks****Suggested time for Section C: 40 minutes****Question 8****45 marks****(a)***Conflict is at the centre of all drama.*

From a prescribed Shakespearean play you have studied, select two moments where there is conflict. Discuss how this conflict contributes to making these moments dramatic. Support your response with reference to your chosen moments. (30)

Title of Shakespearean play: _____

Optional Rough Work

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- (b)** Choose one of the moments of conflict that you discussed in part **(a)**. In your view, was the conflict that you discussed, resolved satisfactorily in the play? Explain your answer. (15)

Optional Rough Work

[illegible]

Read the following poem by Edwin Romond and answer the question that follows.

Seeing and Believing

The girls giggled
but the boys laughed right out loud
when Mrs. Stone raged crimson
holding my eighth grade project:
“The Map of New Jersey.”
“Get up here, boy!”
and I had no choice
but to walk the gangplank to her desk
where my map choked in her fist.
“What’s this jazz? Huh?”
The ocean is not green, Bub, it’s blue.
Ya’ get it? Blue, blue, blue, blue!”
punching my map with each new word into my chest.
My classmates roared a chorus
of “Green ocean! Green ocean!”
their voices rising in waves of laughter
as I carried the wrinkled and ripped map
back to my seat through their sneers.
Soon, all their maps perimetered the room
leaving me adrift in the memory of a Sunday
when, in the October air,
my father and I walked over seashells
and I, only nine,
remarked that the ocean looked green.
My father, peering out from beneath his cap,
said, “Yes, it does” and his fingers swam
through my hair.

Edwin Romond



Question 9

15 marks

What aspects of the poem, *Seeing and Believing*, would make it suitable for dramatisation?
Explain your answer with reference to the poem.

Optional Rough Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

[illegible]

[illegible]

Acknowledgements

Images

Images on page 3: <http://factitious.augamestudio.com>

Image on page 6: Eric Luke, <https://www.irishtimes.com>

Image on page 8: <http://www.ark.ie>

Images on page 15: <http://www.pinterest.com.au>, <https://pxhere.com/en/photo/770139>

Image on page 22: <http://flashlarevista.com/content/boat-on-clear-water.html>

Texts

Ahmed, Tufayel. <http://www.newsweek.com> (4/7/17)

Wallace, Arminta. "At first glance – Why did the elephant cross the road?" *The Irish Times* (22/7/17)

Romond, Edwin. "Seeing and Believing". *Dream Teaching*. Grayson Books, 2005.

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Junior Cycle Final Examination – Higher Level

English

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