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LEAVING CERTIFICATE EXAMINATION, 2002

English – Higher Level – Paper I

Total Marks: 200

Wednesday, 5th June – Morning, 9.30 – 12.20

- This paper is divided into two sections, Section I COMPREHENDING and Section II COMPOSING.
- The paper contains **three** texts on the general theme of FAMILY.
- Candidates should familiarise themselves with each of the texts before beginning their answers.

- Both sections of this paper (COMPREHENDING and COMPOSING) must be attempted.
- Each section carries 100 marks.

SECTION I – COMPREHENDING

- Two Questions, A and B, follow each text.
- Candidates must answer a Question A on one text and a Question B on a different text. Candidates must answer only one Question A and only one Question B.
- **N.B.** Candidates may NOT answer a Question A and a Question B on the same text.

SECTION II – COMPOSING

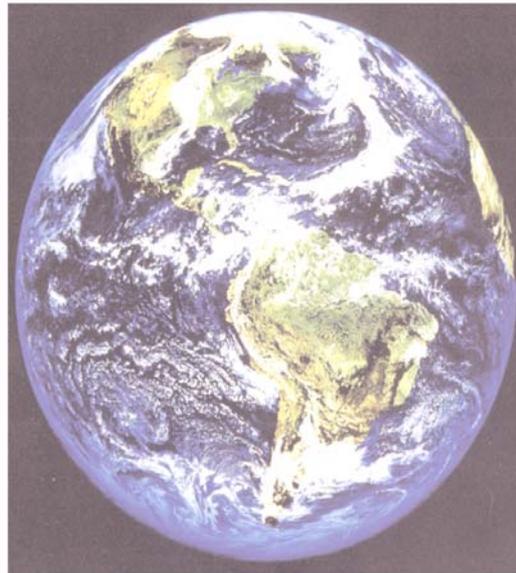
- Candidates must write on **one** of the compositions 1 – 7.



SECTION I
COMPREHENDING (100 marks)

TEXT 1
THE FAMILY OF MAN

The following text consists of a written and a visual element. The written part of this text is adapted from a preface by the American poet, Carl Sandburg, to a collection of photographs entitled **The Family of Man**. The visual images are taken from the exhibition which was first shown in the Museum of Modern Art, New York, in 1955.



PREFACE by Carl Sandburg

The first cry of a newborn baby in Chicago or Zamboango, in Amsterdam or Rangoon, has the same pitch and key, each saying, "I am! I have come through! I belong! I am a member of the Family."

When you look at these images you see that the wonder of human mind, heart, wit and instinct, is here. You might catch yourself saying, "I'm not a stranger here." People, flung wide and far, born into toil, struggle, blood and dreams, among lovers, eaters, drinkers, workers, loafers, fighters, players, gamblers. Here are ironworkers, bridgemen, musicians, sandhogs, miners, builders of huts and skyscrapers, jungle hunters, landlords and landless, the loved and the unloved, the lonely and the abandoned, the brutal and the compassionate – one big family hugging close to the ball of Earth for its life and being.

Here or there you may witness a startling harmony. In a seething of saints and sinners, winners and losers, in a womb of superstition, faith, genius, crime, sacrifice, here is the People, ever lighted by the reality or the illusion of hope. Hope is a sustaining human gift.

Everywhere is love and love-making, weddings and babies from generation to generation keeping the Family of Man alive and continuing. Everywhere the sun, moon and stars, the climates and weathers, have meanings for people. Though meanings vary, we are alike in all countries and tribes in trying to read what sky, land and sea say to us. Alike and ever alike we are all on continents in the need of love, food, clothing, work, speech, worship, sleep, games, dancing, fun. From tropics to arctics humanity lives with these needs so alike, so inexorably alike.

If the human face is "the masterpiece of God" it is here then in fateful registrations. Often the faces speak what words can never say. Faces of blossom smiles or mouths of hunger are followed by homely faces of majesty carved and worn by love, prayer and hope, along with others light and carefree as thistledown in a late summer wind. They are faces beyond forgetting, written over with faith and dreams of mankind surpassing itself. An alphabet is here and a multiplication table of living breathing human faces. An epic woven of fun, mystery and holiness – here is the Family of Man!

N.B. Candidates may NOT answer Question A and Question B on the same text.

Questions A and B carry 50 marks each.

QUESTION A

- (i) What impact do the visual images in this text make upon you? Give reasons for your answer supporting them by reference to the images. (20)
- (ii) What, in your opinion, is the most important point that Carl Sandburg makes in his preface to the images in the exhibition? (20)
- (iii) Do you think that the written and visual elements of the text go well together? Illustrate your answer by brief reference to the text as a whole. (10)

QUESTION B

Choose **one** of the visual images in this text and, in a **letter** to Carl Sandburg, write your response to its inclusion in the exhibition of photographs entitled *The Family of Man*. [The images have been numbered so that you can indicate your choice clearly.] (50)

TEXT 2

FAMILY HOME FOR SALE

Novelist, Penelope Lively, remembers her family home through the wealth of little things it contained. This article was published in The Sunday Times of August 26, 2001.



A few years ago, the house in which my grandmother had set up home in 1923 had to be sold. It had seen more than seventy years of occupancy by my family, and hardly a hair of its head had been changed during that time. Everything was still as it had always been – the gong-stand by the front door, the photograph albums in the hall chest, the tarnished contents of the silver cupboard, the horsehair mattress on which I slept in the dressing-room during my school holidays.

This country house, tucked away in West Somerset, had seen out the century, and it reflected seven decades of social change. Its furnishings were a secret message, if you knew how to read the code. The place was eloquent; the old sewing machine in the attic, the bell panel in the pantry, the oil-lamps stashed away on the larder shelves, the faded rosettes in the stables – everything spoke of the way we lived then.

Any house tells a story; its furnishings are a shining reference to some aspect of past habitation. They seem to me to be more than just the backdrop to one family's life, and to bear witness to the events of the past. And in this sense our old home was peculiarly well stocked with archival matter. In a large house with cupboards and disused rooms, things are not discarded, they are simply 'put away'. Seventy years of putting away had created strata from which we retrieved my grandmother's 100-year-old wedding dress, bound volumes of *Punch* from the 1880s onwards, Thermos flasks of the 1950s, a forest of walking sticks, an army of glass jars for fruit bottling, Primus stoves, preserving pans. Granted reincarnation, I would like to be an archaeologist. There is something extraordinarily emotive and exciting about the deductions that can be made about an entire way of life from a few surviving shards, bones, scraps of metal, shadows on the ground.

Through our family homes most of us have an accumulated freight of objects that speak to us of the life history of our own family, all the bits and pieces that we have acquired ourselves along with the things that have filtered down through the generations – an ancestral desk, a grandmother’s necklace, a parent’s books or pictures. A number of years ago I visited the Soviet Union, as it then was, with a group of British writers; we were entertained one evening in the flat of one of our hosts – two

cramped rooms in which all the furnishings were contemporary and utilitarian. I noticed a pretty 19th century coffee cup. Our hostess told me that it had belonged to her mother: “It is all that she had left from her home, after the war.” One coffee cup; I thought of the wealth of physical objects that conjure up other times and other people in a country spared such punishment.

N.B. Candidates may NOT answer Question A and Question B on the same text.

Questions A and B carry 50 marks each.

QUESTION A

- (i) How, in your opinion, does Penelope Lively feel about her family home?
Support your view by detailed reference to the text. (20)
- (ii) What features of good descriptive writing are to be found in the above passage?
Illustrate the points you make from the text. (20)
- (iii) Why, in your view, does the writer include the reference to her visit to the Soviet Union?
(10)

QUESTION B

Family Home and Contents for Sale

Drawing on the detail in the above text, and its accompanying illustration, draft the text of an advertisement that offers the home and its contents for sale.

(50)

TEXT 3

FAMILIES IN A TIME OF CRISIS

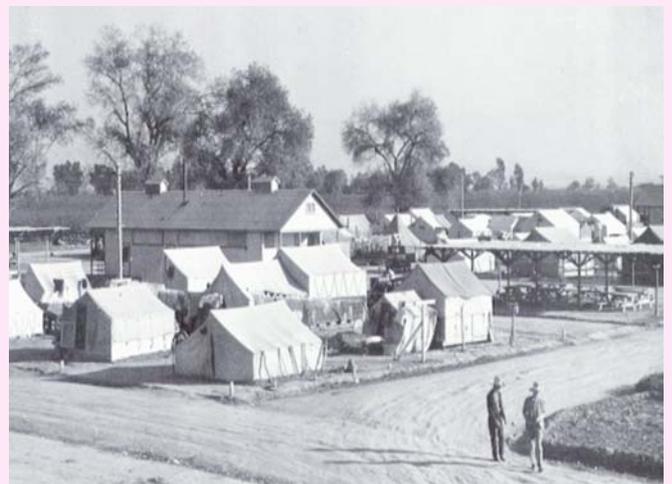
This text is an extract from the novel, The Grapes of Wrath, by the American writer, John Steinbeck. The novel tells the story of poor farming families who are forced to travel hundreds of miles across America in search of a living. In this extract we learn how the desire of families to support one another leads to the setting up of a society in itself. The novel was first published in 1939.



The cars of the migrant people crawled out of the side roads on to the great cross-country highway, and they took the migrant way to the West. In the daylight they scuttled like bugs to the westward; and as the dark caught them, they clustered like bugs near to shelter and to water. And because they were lonely and perplexed, because they had all come from a place of sadness and worry and defeat, and because they were all going to a new mysterious place, they huddled together; they talked together; they shared their lives, their food, and the things they hoped for in the new country. Thus it might be that one family camped near a spring, and another camped for the spring and for company, and a third because two families had pioneered the place and found it good. And when the sun went down, perhaps twenty families and twenty cars were there.

In the evening a strange thing happened: the twenty families became one family, the children were the children of all. The loss of home became one loss, and the golden time in the West was one dream. And it might be that a sick child threw despair into the hearts of twenty families, of a hundred people; that a birth there in a tent

kept a hundred people quiet and awestruck through the night and filled a hundred people with the birth-joy in the morning. A family which the night before had been lost and fearful might search its goods to find a present for a new baby. In the evening, sitting about the fires, the twenty were one. They grew to the units of the camps, units of the evenings, and the nights. A guitar unwrapped from a blanket and tuned – and the songs, which were all of people, were sung in the nights. Every night relationships that make a world, established; and every morning the world torn down like a circus. At first the families were timid in the building and tumbling worlds, but gradually the technique of building worlds became their technique. Then leaders emerged, then laws were made, then codes came into being. And as the worlds moved westward they were more complete and better furnished, for their builders were more experienced in building them.



The families learned what rights must be observed – the right of privacy in the tent; the right to keep the past hidden in the heart; the right to talk and to listen; the right to refuse help or to accept, to offer or to decline it; the right of son to court daughter and daughter to be courted; the right of the hungry to be fed; the rights of the pregnant and the sick to transcend all other rights. And as the worlds moved westward, the rights became rules, became laws, although no one told the families. And with

the laws, the punishments – and there were only two – a quick and murderous fight, or ostracism; and ostracism was the worst. For if one broke the laws his name and face went with him, and he had no place in any world, no matter where created.

There grew up a government in the worlds, with leaders, with elders. A man who was wise found that his wisdom was needed in every camp, and a

kind of insurance developed in these nights. A man with food fed a hungry man, and thus insured himself against hunger. And when a baby died a pile of silver coins grew at the door flap of the tent, for a baby must be well buried, since it has had nothing else of life.

N.B. Candidates may NOT answer Question A and Question B on the same text.

Questions A and B carry 50 marks each.

QUESTION A

- (i) How does the language of the opening paragraph suggest the powerlessness of the migrant people? Support your answer by reference to the text. (20)
- (ii) In the remainder of the passage, how does Steinbeck show the bonds between people becoming stronger and more powerful? Support your points by reference to the text. (20)
- (iii) “There grew up a government in the worlds...” Look again at the final paragraph. What, in your view, is the most important thing it says about people? Explain your answer, illustrating briefly from the text. (10)

QUESTION B

“Rights Must Be Observed”

You have been asked to give a short talk on radio or television about a fundamental human right that you would like to see supported more strongly. Write out the text of the talk you would give.

(50)

SECTION II

COMPOSING (100 marks)

Write a composition on **any one** of the following.

Each composition carries 100 marks.

The composition assignments below are intended to reflect language study in the areas of information, argument, persuasion, narration and the aesthetic use of language.

1. “...one big family hugging close to the ball of Earth for its life and being...” (TEXT 1)

Write a personal essay in response to the above phrase.

2. “Hope is a sustaining human gift.” (TEXT 1)

You have been asked to deliver a speech on this theme to a group of young people. Write out the speech you would give.

3. “...the life history of our own family...” (TEXT 2)

Write an article for a popular magazine or journal in which you explore the aspects of your own family that are special to you. You may, if you wish, write your composition in diary format.

[N.B. You should not use your own family name.]

4. “...after the war.” (TEXT 2)

Write a short story suggested by the above title.

5. “...relationships that make a world...and ... the world torn down like a circus...” (TEXT 3)

Write an article (serious or humorous) about the beginning and ending of a relationship in your life.

6. “...then laws were made...” (TEXT 3)

Write a serious article in which you argue for or against the importance of laws in our society.

7. **Write a short story prompted by one or more of the images in TEXT 1.**