



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2013

English - Ordinary Level - Paper 2

Total Marks: 200

Thursday, 6 June – Afternoon, 2.00 – 5.20

Candidates must attempt the following:-

- **ONE** question from SECTION I – The Single Text
- **ONE** question from SECTION II – The Comparative Study
- **THE QUESTIONS** on the Unseen Poem from SECTION III – Poetry
- The questions on **ONE** of the Prescribed Poems from SECTION III – Poetry

INDEX OF SINGLE TEXTS

<i>Circle of Friends</i>	- Page 2
<i>Wuthering Heights</i>	- Page 2
<i>The Great Gatsby</i>	- Page 3
<i>How Many Miles to Babylon?</i>	- Page 4
<i>Sive</i>	- Page 4
<i>Home Before Night</i>	- Page 5
<i>The Grass Is Singing</i>	- Page 6
<i>Macbeth</i>	- Page 6
<i>Antigone</i>	- Page 7

SECTION I

THE SINGLE TEXT (60 MARKS)

Candidates must answer on **ONE** text (**A – I**).

A CIRCLE OF FRIENDS – Maeve Binchy

Answer **all** of the questions.

1. (a) Describe the occasion when Clodagh helps Benny to organise an outfit for Benny's first dress dance. (10)
(b) In your opinion, why is Benny's first dress dance so important for her? Support your answer with reference to the novel. (10)
2. Give one reason why you did or did not enjoy studying Maeve Binchy's novel, *Circle of Friends*. Support your answer with reference to the novel. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) 'Readers often find the male characters in *Circle of Friends* unappealing.' Do you agree with this statement? Support your answer with reference to at least one male character from the novel *Circle of Friends*.
OR
 - (ii) If you could become one of the characters in the novel *Circle of Friends*, which character would you chose to be? Explain your answer with reference to the novel.
OR
 - (iii) Some readers find Maeve Binchy's novel, *Circle of Friends*, more interesting because it is set in two very different places, Knockglen and Dublin. Would you agree? Support your answer with reference to the text.

B WUTHERING HEIGHTS – Emily Brontë

Answer **all** of the questions.

1. (a) Describe Mr. Lockwood's frightening experience on the night he stayed at Wuthering Heights. (10)
(b) In your opinion, why did Heathcliff react so strongly to Mr. Lockwood's experience on that night? Support your answer with reference to the novel. (10)
2. Give one reason why you did or did not enjoy studying Emily Brontë's novel, *Wuthering Heights*. Support your answer with reference to the novel. (10)

3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) ‘Catherine Earnshaw, who marries Edgar Linton, causes herself and those close to her much unhappiness.’

Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the novel, *Wuthering Heights*.

OR

- (ii) In your opinion, is the end of the story of *Wuthering Heights* mostly happy or mostly sad? Your response should be based on your knowledge of the novel.

OR

- (iii) Imagine you are Nelly Dean. Write a letter to a friend in which you describe Heathcliff’s arrival as a child at Wuthering Heights. Give your reaction and that of the Earnshaw family to the new arrival. Your letter should be based on your knowledge of the novel, *Wuthering Heights*.

C THE GREAT GATSBY – F. Scott Fitzgerald

Answer **all** of the questions.

- 1.** (a) Describe what happens when Nick Carraway first visits Tom and Daisy Buchanan at their home. (10)
- (b) In your opinion, do Tom and Daisy Buchanan have a happy marriage? Support your answer with reference to the novel. (10)
- 2.** Give one reason why you did or did not enjoy studying Fitzgerald’s novel, *The Great Gatsby*. Support your answer with reference to the novel. (10)
- 3.** Answer **ONE** of the following: [Each part carries 30 marks]

- (i) ‘Gatsby is a very mysterious and unusual character.’

Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the text.

OR

- (ii) Write a piece, beginning with one of the following statements:

- I think the world of this novel is glamorous and exciting.
- I think the world of this novel is dangerous and unpleasant.

Support your answer with reference to the text.

OR

- (iii) Imagine you are Nick Carraway. Write two diary entries: one after you meet Gatsby for the first time and another after his funeral, in which you reflect on his life. You should base your response on your knowledge of the novel.

D HOW MANY MILES TO BABYLON? – Jennifer Johnston

Answer **all** of the questions.

1. (a) Describe one horrible experience that Alec endures in the war-zone. (10)
(b) Why do you think Major Glendinning dislikes Alec?
Support your answer with reference to the novel. (10)
2. Give one reason why you did or did not enjoy studying Jennifer Johnston's novel, *How Many Miles to Babylon?*. Support your answer with reference to the novel. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) 'Alec's wealthy background does not save him from unhappiness.'
Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the text.

OR
 - (ii) Write a piece about the friendship between Alec and Jerry, explaining why you think this friendship is so important in the novel. Support your answer with reference to the text.

OR
 - (iii) Imagine you are a soldier in Alec and Jerry's regiment. Write a letter home in which you give a brief account of what happened to both Alec and Jerry at the end of the story. Your letter should include your views on what happened to each character. Your response should be based on your knowledge of the novel.

E SIVE – John B. Keane

Answer **all** of the questions.

1. (a) Describe how the matchmaker convinces Mena that Sive should marry Seán Dóta. (10)
(b) What is your opinion of Seán Dóta?
Support your answer with reference to the play. (10)
2. Give one reason why you did or did not enjoy studying John B. Keane's play, *Sive*.
Support your answer with reference to the play. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) 'Sive's life is tragic.'
Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the text.

OR

- (ii) Write a piece, beginning with the following phrase:

I find the world of this play hopeless and depressing because...

Support your answer with reference to the text.

OR

- (iii) Imagine you are Sive. Write two diary entries: one, after you learn that you must marry Seán Dóta, and a second when you believe that Liam Scuab has abandoned you. You should base your response on your knowledge of the play.

F HOME BEFORE NIGHT – Hugh Leonard

Answer **all** of the questions.

1. (a) Describe the occasion when Jack and his parents take a trip around Dublin Bay on the *Royal Iris*. (10)
(b) What is your opinion of Jack's adoptive mother, Margaret?
Support your answer with reference to the text. (10)
2. Give one reason why you did or did not enjoy studying Hugh Leonard's novel, *Home Before Night*. Support your answer with reference to the novel. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) 'Jack's childhood and youth are mostly happy.'
Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the text.

OR

- (ii) Write a piece, beginning with one of the following statements:

- I think Ireland today is very different from the Ireland of Jack's youth.
- I think Ireland today is very similar to the Ireland of Jack's youth.

Support your answer with reference to the text.

OR

- (iii) Imagine you are Jack, now an old man. Write a letter to one of your childhood friends in which you comment on some of the important events of your youth. Your response should be based on your knowledge of the novel.

G THE GRASS IS SINGING – Doris Lessing

Answer **all** of the questions.

1. (a) Describe Mary's life in the town before she met Dick Turner. (10)
- (b) Why, in your opinion, does Mary marry Dick Turner?
 Support your answer with reference to the text. (10)
2. Give one reason why you did or did not enjoy studying Doris Lessing's novel, *The Grass Is Singing*. Support your answer with reference to the novel. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) 'Dick Turner is a character many readers feel sympathy for.'
 Do you feel sympathy for Dick Turner? Give reasons for your answer, based on your knowledge of the text.

OR

 - (ii) Based on your knowledge of the novel, write a piece beginning with one of the following:
 - I would find it interesting to live in the world of the novel because...
 - I would not like to live in world of the novel because...

OR

 - (iii) Imagine you are Mary Turner. Write two diary entries: one, when you are single and living in the town, and a second when you are married and living on the farm. Your response should be based on your knowledge of the novel.

H MACBETH – William Shakespeare

Answer **all** of the questions.

1. (a) Describe the actions, taken by Lady Macbeth, when she attempts to conceal the fact that Macbeth has murdered King Duncan. (10)
- (b) In your opinion, is Lady Macbeth a good influence on Macbeth? Support your answer with reference to the play. (10)
2. Give one reason why you did or did not enjoy studying the play, *Macbeth*.
 Support your answer with reference to the play. (10)

3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) ‘Lady Macbeth is the real villain of the play.’

Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the text.

OR

- (ii) Write a piece in which you agree or disagree with the following statement:

Shakespeare’s use of horror and the supernatural added to my enjoyment of the play, *Macbeth*.

Support your answer with reference to the play.

OR

- (iii) Imagine you are a Scottish noble. Write a letter to a friend who lives abroad. In your letter, outline what life is like now that Macbeth is King and express your hopes for Scotland’s future. You should base your letter on your knowledge of the play.

I ANTIGONE – Sophocles

Answer **all** the questions.

1. (a) Describe the occasion, as told by the guard, when Antigone buries the body of her brother, Polynices. (10)
- (b) In your opinion, should Creon have allowed the body of Polynices to be buried? Support your answer with reference to the text. (10)
2. Give one reason why you did or did not enjoy studying the play, *Antigone*. Support your answer with reference to the play. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]

- (i) ‘Creon tries to be a good ruler.’

Do you agree with the above statement? Give reasons for your answer, based on your knowledge of the text.

OR

- (ii) Your school drama group has asked students to recommend a play for their next production. Write a letter to the drama group explaining why you think *Antigone* would be a good play for them to perform.

OR

- (iii) Write a piece, based on your knowledge of the play, beginning with one of the following statements:
- I think Antigone is a brave and determined woman.
 - I think Antigone brings about her own downfall.

SECTION II

THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from either **A** –Social Setting, or **B** – Aspects of Story.

In your answer you may not use the text you have answered on in **SECTION I** – The Single Text.

N.B. The questions use the word **text** to refer to all the different kinds of texts available for study on this course, i.e. novel, play, short story, autobiography, biography, travel writing, and film.

A SOCIAL SETTING

1. (a) Choose **one** text that you have studied as part of your comparative course. Explain, with reference to at least one aspect of the social setting of that text, why you would or would not like to live in the world of that text. (30)
(b) Compare the aspect(s) of social setting of the text that you referred to in (a) above with the same aspect(s) of social setting in **one or more other texts** from your comparative course. Support your answer by reference to the text that you referred to in (a) above and to at least one other text from your comparative course. (40)

OR

2. ‘Aspects of social setting can have a significant influence on characters’ lives.’
 - (a) (i) Use one or more key moments, from **one** text that you have studied on your comparative course, to show that an aspect of social setting had a significant influence on the life of one character in this text. (20)
(ii) Use one or more key moments, from **a different text** on your comparative course, to show that the same aspect of social setting had a significant influence on the life of one character in this text. (20)
 - (b) Compare the way(s) in which the aspect of social setting that you identified in (a) above significantly influenced the lives of the two characters you have written about. Remember to refer to **both texts** in your answer. (30)

B ASPECTS OF STORY: TENSION OR CLIMAX OR RESOLUTION

1. Choose one of the following aspects of story and answer the questions that follow:

- Tension
- Climax
- Resolution

- (a) Choose any **one** of the texts that you have studied as part of your comparative course and explain how any one of the above aspects of story added to your enjoyment of this text. (30)
- (b) Compare the way(s) the same aspect of story added to your enjoyment of **one or more other texts** from your comparative course. Support your answer by reference to the text that you referred to in (a) above and to at least one other text from your comparative course. (40)

OR

- 2.** (a) (i) Use one or more key moments to demonstrate where tension **or** climax **or** resolution is revealed in **one** text from your comparative course. (20)
- (ii) Use one or more key moments to demonstrate where the same aspect of story (tension, **or** climax **or** resolution) is revealed in **another text** from your comparative course . (20)
- (b) Compare the impact your chosen aspect of story made on you in each of your chosen texts. Remember to refer to **both texts** in your answer. (30)

SECTION III

POETRY (70 MARKS)

Candidates must answer the questions on the Unseen Poem **and** the questions on **one** of the Prescribed Poems – A, B, C, D.

UNSEEN POEM (20 marks).

Read the following poem and the questions that follow at least twice before writing your answers.

Earbud

Earbud – a tiny marble sheathed in foam
to wear like an interior earring so you
can enjoy private noises wherever you go,
protected from any sudden silence.
Only check your batteries, then copy
a thousand secret songs and stories
on the tiny pod you carry in your pocket.
You are safe now from other noises made
by other people, other machines, by chance,
noises you have not chosen as your own.
To get your attention, I touch your arm
to show you the tornado or the polar bear.
Sometimes I catch you humming or talking to the air
as if to a shrunken lover waiting in your ear.

Bill Holm



Earbuds are small earphones used with devices such as MP3 players and mobile phones

1. In your opinion, does the poet effectively describe the earbud and its effect on its user in this poem? Explain your answer, supported by reference to the poem. (10)

2. From your reading of this poem, do you think that the poet's attitude towards the earbud is mainly positive or mainly negative? Support your answer with reference to the poem. (10)

PREScribed POETRY (50 marks)

You must answer on **ONE** of the following poems: (**A - D**)

A ANSEO

When the Master was calling the roll
At the primary school in Collegelands,
You were meant to call back *Anseo*
And raise your hand
As your name occurred.
Anseo, meaning here, here and now,
All present and correct,
Was the first word of Irish I spoke.
The last name on the ledger
Belonged to Joseph Mary Plunkett Ward
And was followed, as often as not,
By silence, knowing looks,
A nod and a wink, the Master's droll
'And where's our little Ward-of-court?'

I remember the first time he came back
The Master had sent him out
Along the hedges
To weigh up for himself and cut
A stick with which he would be beaten.
After a while, nothing was spoken;
He would arrive as a matter of course
With an ash-plant, a salley-rod.
Or, finally, the hazel-wand
He had whittled down to a whip-lash,
Its twist of red and yellow lacquers
Sanded and polished,
And altogether so delicately wrought
That he had engraved his initials on it.

I last met Joseph Mary Plunkett Ward
In a pub just over the Irish border.
He was living in the open,
In a secret camp
On the other side of the mountain.
He was fighting for Ireland,
Making things happen.
And he told me, Joe Ward,
Of how he had risen through the ranks
To Quartermaster, Commandant:
How every morning at parade
His volunteers would call back *Anseo*
And raise their hands
As their names occurred.

Paul Muldoon

1. (a) Describe both the teacher's attitude and behaviour towards Joseph Mary Plunkett Ward (Joe Ward) in the first two stanzas of this poem. (10)
- (b) Many readers find the second stanza of this poem disturbing. Do you find stanza two disturbing? Explain your answer with reference to this stanza. (10)
- (c) From your reading of stanza three, what do you learn about Joe Ward? Support your answer with reference to this stanza. (10)

2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Based on your reading of the poem, in what ways do you think Joe Ward was affected by his childhood experiences in school? Refer to the poem in support of your answer.

OR

- (ii) You have been asked to compile a collection of poems about childhood in Ireland. Explain why you would or would not choose to include *Anseo* in the collection. Support your answer with reference to the poem.

OR

- (iii) Imagine you are Joseph Mary Plunkett Ward (Joe Ward). Write a letter to your former primary school teacher, as described in this poem. Your letter should be based on your knowledge of the poem.

B JUNGIAN COWS

In Switzerland, the people call their cows
Venus, Eve, Salome, or Fraulein Alberta,
beautiful names
to yodel across the pastures at Bollingen.

If the woman is busy with child or book,
the farmer wears his wife's skirts
to milk the most sensitive cows.

When the electric milking-machine arrives,
the stalled cows rebel and sulk
for the woman's impatient skilful fingers
on their blowzy rosy udders,
will not give their milk;

so the man who works the machine
dons cotton skirt, all floral delicate flounces
to hide his denim overalls and big muddy boots,
he fastens the cool soft folds carefully,
wraps his head in his sweetheart's sunday-best fringed scarf,
and walks smelling feminine and shy among the cows,

till the milk spurts, hot, slippery and steamy
into the churns,
Venus, Salome, Eve, and Fraulein Alberta,
lowing, half-asleep,
accepting the disguised man as an echo of the woman,
their breath smelling of green, of milk's sweet traditional climax.

Penelope Shuttle

1. (a) Describe the relationship between the people and the cows in this poem. (10)

(b) Do you think “Jungian Cows” is a good title for this poem?
Explain your answer with reference to the poem. (10)

(c) Which of the following statements best describes your opinion of this poem?
 - I find this poem amusing.
 - I find this poem far-fetched.Explain your answer with reference to the poem. (10)

2. Answer **ONE** of the following: [Each carries 20 marks]

- (i) Do you enjoy the language used by the poet, Penelope Shuttle, in this poem? Explain your answer with reference to the poem.

OR

- (ii) The poet, Penelope Shuttle, sets the poem, “Jungian Cows” in Switzerland. Explain why, in your opinion, the poet could or could not have set this poem in Ireland? Explain your answer with reference to the poem.

OR

- (iii) Imagine that you are a journalist sent to report on the unusual farming practices in Bollingen, Switzerland, as mentioned in Penelope Shuttle’s poem, “Jungian Cows”. Write an article for your newspaper based on your knowledge of the poem.

C Lines 1– 33 *from THE FISH*

I caught a tremendous fish
and held him beside the boat
half out of water, with my hook
fast in a corner of his mouth.
He didn't fight.
He hadn't fought at all.
He hung a grunting weight,
battered and venerable
and homely. Here and there
his brown skin hung in strips
like ancient wallpaper,
and its pattern of darker brown
was like wallpaper:
shapes like full-blown roses
stained and lost through age.
He was speckled with barnacles,
fine rosettes of lime,
and infested
with tiny white sea-lice,
and underneath two or three
rags of green weed hung down.
While his gills were breathing in
the terrible oxygen
– the frightening gills,
fresh and crisp with blood,
that can cut so badly –
I thought of the coarse white flesh
packed in like feathers,
the big bones and the little bones,
the dramatic reds and blacks
of his shiny entrails,
and the pink swim-bladder
like a big peony.

Elizabeth Bishop

1. (a) Based on your reading of this extract, which of the following statements do you think best describes the poet's response to the fish?
 - The poet admires the fish.
 - The poet is disgusted by the fish.
 - The poet is fascinated by the fish.Support your answer with reference to the poem. (10)
- (b) Based on what you have read in the above extract, what is your own response to the fish? Explain your answer with reference to the poem. (10)

- (c) Identify one comparison in the poem that you found to be unusual or surprising and explain why you found it to be so. (10)

2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) Do you admire Elizabeth Bishop's use of language in this poem? Explain your answer with reference to the poem, "The Fish". In your answer you may choose to refer to the extract provided or to the poem as a whole.

OR

- (ii) At the end of this poem, Bishop releases the fish, *And I let the fish go*. Based on your knowledge of the poem, explain why you think she did this. Support your answer with reference to the poem. In your answer you may choose to refer to the extract provided or to the poem as a whole.

OR

- (iii) You have been asked to make a short video to accompany a reading of this poem on YouTube. Describe the images, colours, music, sound effects, etc. that you would use as a background to the reading and explain your choices based on your knowledge of the poem. In your answer you may choose to refer to the extract provided or to the poem as a whole.

Like as the waves make towards the pebbled shore,
So do our minutes hasten to their end;
Each changing place with that which goes before
In sequent toil all forwards do contend.
Nativity, once in the main of light,
Crawls to maturity, wherewith being crown'd,
Crooked eclipses 'gainst his glory fight,
And Time that gave doth now his gift confound.
Time doth transfix the flourish set on youth,
And delves the parallels in beauty's brow,
Feeds on the rarities of nature's truth,
And nothing stands but for his scythe to mow.
And yet to times in hope my verse shall stand,
Praising thy worth, despite his cruel hand.

William Shakespeare

1. (a) Identify one or more features that indicate that this poem is a sonnet.
Support your answer with reference to the poem. (10)
- (b) Do you find the tone or mood of this poem hopeful or despairing?
Explain your answer with reference to the poem. (10)
- (c) What claim does Shakespeare make about the power of poetry in the last two lines of this poem? (10)

2. Answer **ONE** of the following: [Each part carries 20 marks]

- (i) What does Shakespeare have to say about time in the above poem?
Support your answer with reference to the poem.

OR

- (ii) Explain what, in your opinion, this poem is about in fifty words or less.

OR

- (iii) Shakespeare's sonnets are more than four hundred years old. Do you think these poems are still relevant for people today? Support your answer with reference to at least one Shakespearean sonnet on your Leaving Certificate course.

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