



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2018

English - Ordinary Level - Paper 2

Total Marks: 200

Thursday, 7th 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

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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 an occasion from the text when you think Mother Francis is kind to Eve Malone. (10)
- (b) In your opinion, is Mother Francis generally kind to Eve? Explain your answer with reference to the text. (10)
2. Identify a moment in the novel, *Circle of Friends*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *Circle of Friends* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

OR

 - (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *Circle of Friends*:
 - I found the novel entertaining
 - I found the novel enjoyable
 - I found the novel boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *Circle of Friends*:

Benny Hogan or Jack Foley.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

B**WUTHERING HEIGHTS – Emily Brontë**

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Heathcliff is cruel to Isabella. (10)
- (b) In your opinion, is Heathcliff generally cruel to Isabella? Explain your answer with reference to the text. (10)
2. Identify a moment in the novel, *Wuthering Heights*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *Wuthering Heights* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

OR
 - (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *Wuthering Heights*:
 - I found the novel entertaining
 - I found the novel disturbing
 - I found the novel boring.Explain your response, giving reasons that demonstrate your knowledge of the text.

OR
 - (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *Wuthering Heights*:

Heathcliff or Nelly Dean.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

C**THE GREAT GATSBY – F. Scott Fitzgerald**

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Tom Buchanan behaves badly towards Myrtle. (10)
- (b) In your opinion, does Tom generally behave badly towards Myrtle? Explain your answer with reference to the text. (10)
2. Identify a moment in the novel, *The Great Gatsby*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)

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

- (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *The Great Gatsby* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *The Great Gatsby*:

- I found the novel entertaining
- I found the novel disturbing
- I found the novel boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *The Great Gatsby*:

Jay Gatsby or Daisy Buchanan.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

D THE OCEAN AT THE END OF THE LANE – Neil Gaiman

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Lettie Hempstock is kind to the narrator when he is young. (10)
- (b) In your opinion, is Lettie Hempstock generally kind to the narrator when he is young? Explain your answer with reference to the text. (10)
2. Identify a moment in the novel, *The Ocean at the End of the Lane*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *The Ocean at the End of the Lane* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *The Ocean at the End of the Lane*:
 - I found the novel entertaining
 - I found the novel disturbing
 - I found the novel boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *The Ocean at the End of the Lane*:

Lettie Hempstock or The narrator.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

E**ALL MY SONS – Arthur Miller**

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Kate Keller is unkind to Ann Deever. (10)
- (b) In your opinion, is Kate generally unkind to Ann? Explain your answer with reference to the text. (10)
2. Identify a moment in the play, *All My Sons*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) Write about the importance of either loyalty or betrayal in the play, *All My Sons*. Support your response with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the play, *All My Sons*:
 - I found the play entertaining
 - I found the play disturbing
 - I found the play boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the play, *All My Sons*:

Joe Keller or Ann Deever.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

F**AMERICANAH – Chimamanda Ngozi Adichie**

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Ifemelu behaves badly towards Curt. (10)
- (b) In your opinion, does Ifemelu generally behave badly towards Curt? Explain your answer with reference to the text. (10)
2. Identify a moment in the novel, *Americanah*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) The use of contrasting settings can make a text more interesting. Identify two contrasting settings in *Americanah* and explain why the use of these contrasting settings makes the novel more interesting. Support your answer with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *Americanah*:
 - I found the novel entertaining
 - I found the novel disturbing
 - I found the novel boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *Americanah*:

Ifemelu or Obinze.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

G**THE PLOUGH AND THE STARS – Sean O’Casey**

Answer **all** of the questions.

1. (a) Describe an occasion from the text when you think Nora Clitheroe behaves badly towards her husband, Jack. (10)
- (b) In your opinion, does Nora generally behave badly towards Jack? Explain your answer with reference to the text. (10)
2. Identify a moment in the play, *The Plough and the Stars*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) Write about the importance of either loyalty or betrayal in the play, *The Plough and the Stars*. Support your response with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the play, *The Plough and the Stars*:
 - I found the play entertaining
 - I found the play disturbing
 - I found the play boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the play, *The Plough and the Stars*:

Nora Clitheroe or Bessie Burgess.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

H**THE SPINNING HEART – Donal Ryan**

Answer **all** of the questions.

1. (a) Describe Vasya's life in Khakassia before he moved to Ireland. (10)
- (b) In your opinion, was Vasya treated badly when he worked as a builder in Ireland? Explain your answer with reference to the text. (10)
2. Identify a moment in the novel, *The Spinning Heart*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) The use of contrast can make a text more interesting. Identify any two contrasting female characters and explain why the use of these contrasting characters makes the novel, *The Spinning Heart*, more interesting. Support your answer with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the novel, *The Spinning Heart*:
 - I found the novel entertaining
 - I found the novel disturbing
 - I found the novel boring.

Explain your response, giving reasons that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the novel, *The Spinning Heart*:

Réaltín or Bobby Mahon.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

I **KING LEAR – William Shakespeare**

Answer **all** of the questions.

1. (a) Describe an occasion from the text when Gloucester's illegitimate son, Edmund, behaves badly towards his father. (10)
- (b) In your opinion, does Edmund generally behave badly towards his father? Explain your answer with reference to the text. (10)
2. Identify a moment in the play, *King Lear*, which you find particularly dramatic or exciting. Explain what makes this moment so dramatic or exciting. (10)
3. Answer **ONE** of the following: [Each part carries 30 marks]
 - (i) Write about the importance of either loyalty or betrayal in the play, *King Lear*. Support your response with reference to the text.

OR

- (ii) From the list below, choose the phrase or phrases that best describe(s) your overall response to the play, *King Lear*:
 - I found the play entertaining
 - I found the play disturbing
 - I found the play boring.

Explain your answer, giving reasons for your response that demonstrate your knowledge of the text.

OR

- (iii) You have been asked to show your class three objects that you think help to reveal something about the life or personality of one of the following characters from the play, *King Lear*:

Cordelia or Kent.

Explain what you think each of the three objects you have chosen reveals about the character you have selected. The objects you choose may or may not actually appear in the text. Your choices should demonstrate your knowledge of the text.

SECTION II THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A** – Hero, Heroine or Villain **or B** – Social Setting. In your answer you may not use the text you have answered on in **SECTION I** – The Single Text. All texts used in this section must be prescribed for comparative study for this year's examination. Candidates may refer to only one film in the course of their answers.

N.B. Questions use the word **text** to refer to all the different kinds of texts available for study on this course. Questions use the word **character** to refer to both real people and fictional characters in texts.

A HERO, HEROINE, VILLAIN

1. (a) (i) Name **one** of the three comparative texts you have studied and identify a hero, heroine or villain in it. Select an aspect of this character's personality that you think contributes to making him or her a hero, heroine or villain. Referring to the text, explain why you think this aspect of the character's personality contributes to making him or her a hero, heroine or villain. (15)
- (ii) Name **another** comparative text that you have studied and identify a hero, heroine or villain in it. Select an aspect of this character's personality that you think contributes to making him or her a hero, heroine or villain. Referring to the text, explain why you think this aspect of the character's personality contributes to making him or her a hero, heroine or villain. (15)
- (b) A hero, heroine or villain can act alone or be supported by others.
- Compare the extent to which one hero, heroine or villain, from each of **at least two** comparative texts you have studied, acts alone or is supported by others. Support your answer with reference to your chosen texts. (40)

OR

2. (a) (i) Name **one** of the three comparative texts you have studied and identify a hero, heroine or villain in it. Give reasons why you think this character would or would not be a useful friend to have in a dangerous situation. Your answer should demonstrate your knowledge of the text. (15)
- (ii) Name **another** comparative text you have studied and identify a hero, heroine or villain in it. Give reasons why you think this character would or would not be a useful friend to have in a dangerous situation. Your answer should demonstrate your knowledge of the text. (15)
- (b) A hero, heroine or villain can act alone or be supported by others.
- Compare the extent to which one hero, heroine or villain, from each of **at least two** comparative texts you have studied, acts alone or is supported by others. Support your answer with reference to your chosen texts. (40)

B SOCIAL SETTING

1. (a) (i) Name **one** of the three comparative texts you have studied and identify a key moment in it which reveals something about the role played by men or women in the social setting of that text. Explain what this key moment reveals about the role played by men or women in the text. Support your answer with reference to your chosen text. (15)
- (ii) Name **another** comparative text you have studied and identify a key moment in it which reveals something about the role played by men or women in the social setting of that text. Explain what this key moment reveals about the role played by men or women in the text. Support your answer with reference to your chosen text. (15)
- (b) Characters in texts can be advantaged or disadvantaged by the social class to which they belong.
- Identify one character from each of **at least two** comparative texts and compare the ways in which these characters are advantaged or disadvantaged by the social class to which they belong. Support your answer with reference to your chosen texts. (40)

OR

2. The behaviour of some characters can be regarded as unacceptable within the social setting of a text.
- (a) (i) Name **one** of the three comparative texts you have studied and identify a character in it whose behaviour is regarded as unacceptable within the social setting of this text. Referring to the text, give reasons why this character's behaviour is regarded as unacceptable in this social setting. (15)
- (ii) Name **another** comparative text you have studied and identify a character in it whose behaviour is regarded as unacceptable within the social setting of this text. Referring to the text, give reasons why this character's behaviour is regarded as unacceptable in this social setting. (15)
- (b) Characters in texts can be advantaged or disadvantaged by the social class to which they belong.
- Identify one character from each of **at least two** comparative texts and compare the ways in which these characters are advantaged or disadvantaged by the social class to which they belong. Support your answer with reference to your chosen texts. (40)

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)

In this poem, the poet, Richard Peabody, writes about his family of women and the family's dog. Read the poem, and the questions that follow, at least twice before writing your answers.

Walking to Dublin

I live with three women
of varying ages.
My doc says,
"You're surprised that there's drama?"
I am.
My best friend dubs* my place
"The House of Estrogen*."
I buy a boy dog
to even the score.
My daughters are always
campaigning for a puppy.
So this is perfect.
Now when all hell breaks loose
over who's using whose brush.
When *Princess Not Me* splatters
nail polish on the wood floor.
When *Miss I Didn't Do It*
spills her smoothie into the laptop.
I can go walk the dog.
For hours and hours.
Just walk and walk
and walk some more
and keep right on walking.

Richard Peabody

*dubs – calls

*Estrogen – a female hormone

1. From your reading of the above poem, outline what you learn about the poet and his family life. Support your answer with reference to the poem. (10)
2. Did you enjoy the above poem? Give reasons for your response, supported by reference to the poem. (10)

PRESCRIBED POETRY (50 marks)

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

A

THE EXPLOSION

On the day of the explosion
Shadows pointed towards the pithead:
In the sun the slagheap slept.

Down the lane came men in pit-boots
Coughing oath-edged talk and pipe-smoke,
Shouldering off the freshened silence.

One chased after rabbits; lost them;
Came back with a nest of lark's eggs;
Showed them; lodged them in the grasses.

So they passed in beards and moleskins,
Fathers, brothers, nicknames, laughter,
Through the tall gates standing open.

At noon, there came a tremor; cows
Stopped chewing for a second; sun,
Scarfed as in a heat-haze, dimmed.

*The dead go on before us, they
Are sitting in God's house in comfort,
We shall see them face to face –*

Plain as lettering in the chapels
It was said, and for a second
Wives saw men of the explosion

Larger than in life they managed –
Gold as on a coin, or walking
Somehow from the sun towards them,

One showing the eggs unbroken.

Philip Larkin

1.
 - (a) What do you learn about the miners from stanzas two, three and four of the above poem? Support your answer with reference to the poem. (10)
 - (b) Identify a striking image from the first eight stanzas of the poem. Explain why you find this image striking. (10)
 - (c) Based on your study of "The Explosion", what message do you think is conveyed by the image of the unbroken eggs in the final line of the poem? (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the wife of one of the miners killed in the explosion mentioned in the above poem. Write a diary entry in which you describe the events of the day, including your own experiences and feelings. Your diary entry should demonstrate your understanding of the poem.
OR
 - (ii) In your opinion, what does Philip Larkin say about relationships in his poem, "The Explosion"? Support your answer with reference to the poem.
OR
 - (iii) You have been asked to give a talk to your class about Philip Larkin's use of language and imagery in his poem, "The Explosion". Write the text of the talk you would give. Support your talk with reference to the poem.

B**HAWK ROOSTING**

I sit in the top of the wood, my eyes closed.
Inaction, no falsifying dream
Between my hooked head and hooked feet:
Or in sleep rehearse perfect kills and eat.

The convenience of the high trees!
The air's buoyancy and the sun's ray
Are of advantage to me;
And the earth's face upward for my inspection.

My feet are locked upon the rough bark.
It took the whole of Creation
To produce my foot, my each feather:
Now I hold Creation in my foot

Or fly up, and revolve it all slowly –
I kill where I please because it is all mine.
There is no sophistry in my body:
My manners are tearing off heads –

The allotment of death.
For the one path of my flight is direct
Through the bones of the living.
No arguments assert my right:

The sun is behind me.
Nothing has changed since I began.
My eye has permitted no change.
I am going to keep things like this.

Ted Hughes

1. (a) What do you learn about the hawk from stanzas four and five of the above poem? Support your answer with reference to the poem. (10)
- (b) Identify a striking image from the first three stanzas of the poem. Explain why you find this image striking. (10)
- (c) Based on your study of "The Hawk", explain what you think the final line of the poem tells us about the bird's relationship with the world. (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the poet, Ted Hughes. Write a diary entry in which you reflect on seeing the hawk that inspired you to write the above poem. Describe the impression the bird made on you and the aspects of its character you hope you have captured in the poem. Your diary entry should demonstrate your understanding of the poem.

OR

 - (ii) In your opinion, what does Ted Hughes say about nature in his poem, "Hawk Roosting"? Support your answer with reference to the poem.

OR

 - (iii) You have been asked to give a talk to your class about Ted Hughes' use of language and imagery in his poem, "Hawk Roosting". Write the text of the talk you would give. Support your talk with reference to the poem.

C**CHILD OF OUR TIME***(for Aengus)*

Yesterday I knew no lullaby
But you have taught me overnight to order
This song, which takes from your final cry
Its tune, from your unreasoned end its reason;
Its rhythm from the discord of your murder
Its motive from the fact you cannot listen.

We who should have known how to instruct
With rhymes for your waking, rhythms for your sleep,
Names for the animals you took to bed,
Tales to distract, legends to protect,
Later an idiom for you to keep
And living, learn, must learn from you, dead,

To make our broken images rebuild
Themselves around your limbs, your broken
Image, find for your sake whose life our idle
Talk has cost, a new language. Child
Of our time, our times have robbed your cradle.
Sleep in a world your final sleep has woken.

Eavan Boland, 17 May 1974

1.
 - (a) From your reading of the above poem, describe the poet's reaction to the child's murder. Support your answer with reference to the poem. (10)
 - (b) Describe, in your own words, the childhood experiences the poet writes about in lines eight, nine and ten of the poem. (10)
 - (c) Based on your study of "Child of Our Time", explain what you think the poet is saying in the last line of the poem. (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the poet, Eavan Boland. Write a diary entry in which you reflect on the tragedy that inspired you to write the above poem. Discuss what you hope society will learn from the child's death and what needs to change in order to make the future better than the past. Your diary entry should demonstrate your understanding of the poem, "Child of Our Time".

OR
 - (ii) In your opinion, is the above poem still relevant today? Explain your response, supporting your answer with reference to the poem.

OR
 - (iii) You have been asked to give a talk to your class about Eavan Boland's use of language and imagery in her poem, "Child of Our Time". Write the text of the talk you would give. Support your talk with reference to the poem.

D**NEW WORLD**

Lovers are commonplace as day, so why
should I feel moved by this chance
glimpse of an uncaring starstruck
pair in a Chicago street, islanded
within their pristine pool of joy,
tasting with their hands and eyes
that fugitive and fabled spring
of shy collusion and surprise?

Why should a traveller feel so blessed
against the grimy street's cacophony
and frantic push of money-chasing,
among the flintfaced cops, the joggers
and pulsating roller skaters,
among the strip show touts and cool
receptionists, the loud construction
workers and the lost bag ladies?

Within this maelstrom I'm relearning
that ecstasy and innocence persist
like untouched havens, though everywhere
and always stormed by circumstance and
reefed about with dangers. Far from home
I'm blessed to find that lovers, though
forever falling out of love and into
everyday, are always there, that is

somewhere, and always gazing, gazing
deep into unmapped horizons,
their lifted hearts like ships full-sailing
as if they'd just descried a virgin
island or a dazzling El Dorado,
as if in their sweet turn and time
they hugged exclusively
some whispered secret out of Eden.

Michael Coady

1.
 - (a) From your reading of the first stanza of this poem, what do you learn about the lovers, glimpsed by the poet on a Chicago street? Support your answer with reference to the poem. (10)
 - (b) Identify a striking image from the first three stanzas of the above poem. Explain why you find this image striking. (10)
 - (c) Based on your study of "New World", explain the possible connection between the "ships full-sailing" in stanza four and the title of the poem. (10)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the poet, Michael Coady. Write a diary entry in which you describe what you saw on the street in Chicago that so impressed you, and explain the effect this experience had on you. Your diary entry should demonstrate your understanding of the poem.

OR
 - (ii) In your opinion, what does Michael Coady say about love in his poem, "New World"? Support your answer with reference to the poem.

OR
 - (iii) You have been asked to give a talk to your class about Michael Coady's use of language and imagery in his poem, "New World". Write the text of the talk you would give. Support your talk with reference to the poem.

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Leaving Certificate – Ordinary Level

English

Thursday 7 June

Afternoon 2.00 – 5.20