

AN ROINN OIDEACHAIS

JUNIOR CERTIFICATE EXAMINATION, 1996

ENGLISH — FOUNDATION LEVEL

360 marks

14130

WEDNESDAY, 5 JUNE — MORNING, 9.45 to 12.15

**YOU MUST ANSWER SECTIONS 1, 2 AND 3**

**YOU MUST ALSO ANSWER ANY THREE OF  
SECTIONS 4, 5, 6 AND 7**

**SPEND A LITTLE OVER 20 MINUTES  
ON EACH SECTION**

Read this piece of writing carefully and then answer the questions which follow.

**BEWARE OF FURNITURE THAT TALKS**

1. You may be a slave to television — a television addict without even knowing it.

Experts have found that:

- the average TV set is on for nearly 7 hours a day
- three to five-year-olds watch TV for 54 hours a week
- schoolchildren watch TV for up to five hours a day
- more time is spent in the TV room than in the classroom
- every teenager has seen 350,000 TV advertisements.

2. Does this affect *you*? Think about it! By the time you finish secondary school, you will have spent 12,000 hours in front of a teacher but more than 22,000 hours in front of a television set.
3. What can I say about a box in the corner that has more effect than parents, teachers and friends put together? Television is not just an object giving out words and pictures: television is a **monster**.
4. It's easy to see why parents let children into the clutches of this monster from an early age — it keeps them quiet. Children aged five to six were asked two questions: "Do you like TV better than your Mammy?" and "Do you like TV better than your Daddy?". 20% preferred TV to their mothers, and 44% liked it better than their fathers. Another survey found that some children believe television more than they believe their parents, teachers or friends.
5. And what do they believe in? The answer seems to be advertisements, soap-operas, sex and violence, racism and the power of money.

- A. Find answers in the passage to the following:

1. What is the piece of furniture that talks?
2. For how long is the average TV switched on daily?
3. Why do parents allow so much TV viewing?
4. How many children prefer TV to their mothers? (20)

- B. Explain any **ONE** of the underlined words in Part 5. (10)

- C. "Television is a monster." (Part 3)  
Do you think the author proves this statement? Give a reason for your answer. (10)

- D. The author says that some children believe TV more than they believe parents, teachers or friends. (Part 4)  
Do you agree? Give a reason for your answer? (10)

- E. From which **ONE** of the following do you think the piece of writing was taken?

A Play      A Magazine      A Novel

Give a reason for your choice. (10)

**SECTION 2:****PERSONAL WRITING****[60]**

WRITE ABOUT ONE PAGE ON ONE OF THE FOLLOWING.

- A. The week our television broke down.
- B. My views on advertising.
- C. Think about the good and bad effects that TV has. Do you think it should be banned?
- D. Why I would or would not like to move house.
- E. "The school was buzzing with excitement." Write a story beginning with these words.
- F. A day I will always remember.

**SECTION 3:****FUNCTIONAL WRITING****[60]**

A survey is being done in your school on the TV viewing habits of pupils.

Imagine that you are either Mary or John O'Brien. You are 15 years of age. There are two TV sets in your home, one in the kitchen and one in the sitting room. They receive the following TV channels: RTE 1, Network 2, BBC 1, BBC 2, UTV, and SKY Sports.

Using the information given, fill in the **Questionnaire** accompanying this paper.

**N.B. When filling in the Questionnaire you should NOT use your own name.**

**WARNING**

**DON'T FORGET TO RETURN THE QUESTIONNAIRE WITH YOUR ANSWER BOOK.  
OTHERWISE MARKS WILL BE LOST.**

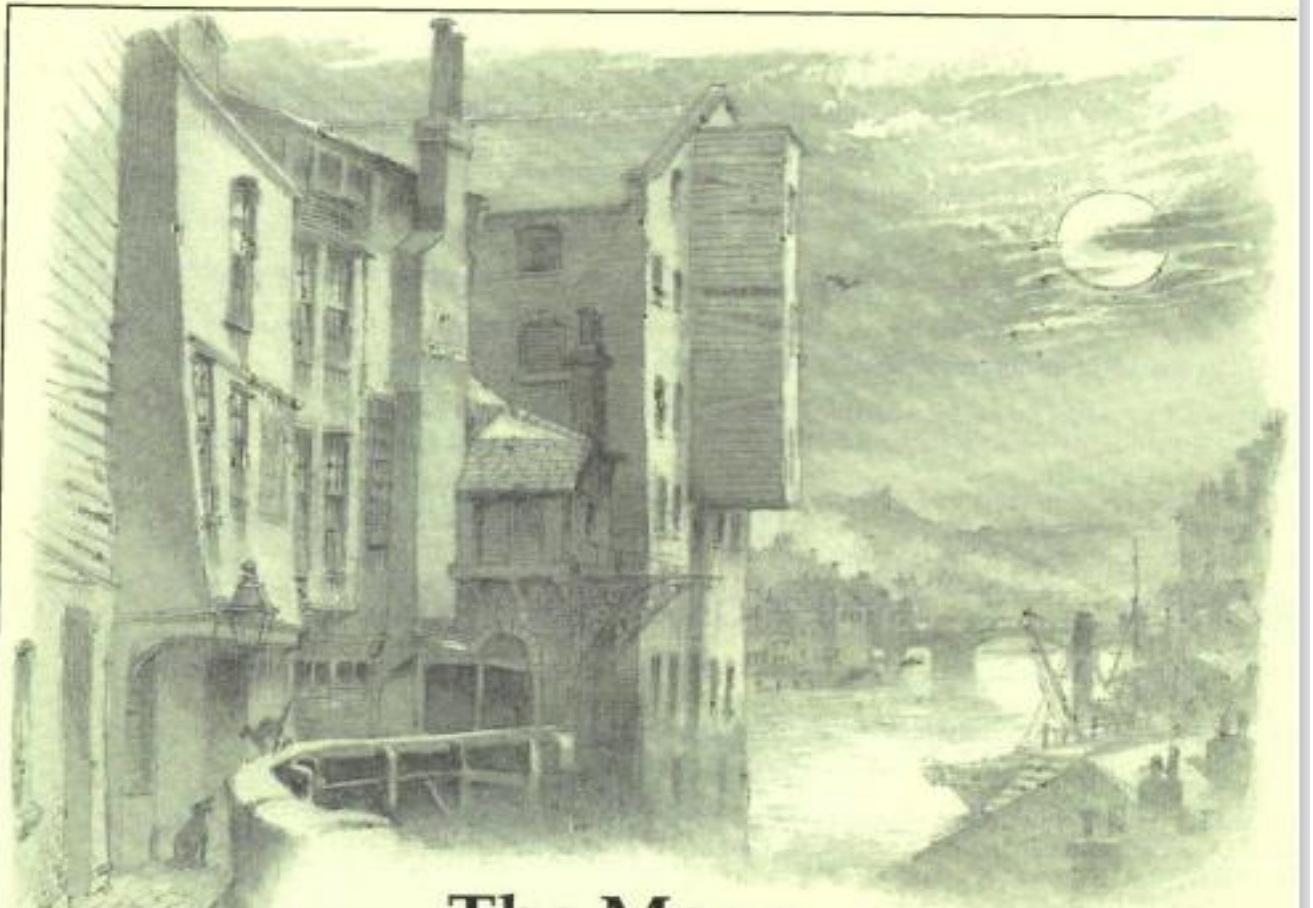
Answer ANY THREE of Sections 4, 5, 6, 7 which follow

SECTION 4:

POETRY

[6

Read the poem below and then answer the questions which follow.



## The Moon

1. The moon has a face like the clock in the hall;  
She shines on thieves on the garden wall,  
On streets and fields and harbour quays,  
And birdies asleep in the forks of the trees.
2. The squalling cat and the squeaking mouse,  
The howling dog by the door of the house,  
The bat that lies in bed at noon,  
All love to be out by the light of the moon.
3. But all of the things that belong to the day  
Cuddle to sleep to be out of her way;  
And flowers and children close their eyes  
Till up in the morning the sun shall rise.

*Robert Louis Stevenson*


- A. The moon is compared to "the clock in the hall" in Part 1.  
What comparison is there between the moon and a clock? (10)
- B. 1. What noises are made by the animals mentioned in Part 2? (5)  
2. Why, in your opinion, would any **ONE** of these animals love "to be out by the light of the moon"? (5)
- C. Do you think this poem is **HAPPY** or **SAD** or **FRIGHTENING** or **PEACEFUL**?  
Give a reason for your answer. (10)
- D. Do you think this is a good poem? Give reasons for your answer. (10)
- E. Choose any **ONE** of the following statements and write a brief paragraph to show how that statement fits a poem you have studied.  
The poem was about a place  
The poem was about a time  
The poem was about a person  
The poem was about nature. (20)

## SECTION 5:

## MEDIA STUDIES

[60]

A number of **CALLCARDS** are printed on **Paper X**.  
Examine them carefully and then answer the following questions.

- A. Name any five items advertised on the callcards. (10)
- B. There are different numbers of units on the callcards. Which would you prefer to have — a 50 unit callcard or a 5 unit callcard?  
Give a reason for your choice. (10)
- C. What is the meaning of this symbol on the callcards? (10)
- 
- D. Which callcard do you like best? Explain your choice. (10)
- E. Are there any advantages to using callcards? Explain your answer. (10)
- F. You wish to call your school, St Patrick's, Ballybeg, from a telephone box but you do not have the correct phone number.  
Write out a brief telephone conversation between the telephone operator and yourself in which you ask her/him for the correct number.  
You may begin as follows:  
**Self:** Hello. Is this telephone enquiries?  
**Operator:** Yes. What can I do for you? (10)

Read this play carefully and then answer the questions which follow.

The play is a puppet show.

**On the stage is a wall about 5 feet high, covered by cloth. PUPPETEERS behind the wall. Happy music. A STORYTELLER stands in front of the wall and speaks.**

**STORYTELLER:**

1. Hello! I've come to tell you about the land of Red where everything is red. Sad really. We haven't any other colours. Mind you, it wasn't always like this.

A long time ago there were red people, yes, but blue people as well. Red people lived in the East and Blue people in the West. But they were always coming and going, going and coming, meeting each other. Because between East and West there was a bridge. A bridge with only enough room for one person to pass.

2. So Red people came ...

**(A red puppet appears over the top of the wall. Waves happily to the audience.)**

And Blue people came ...

**(A blue puppet appears over the wall. Waves happily to the audience. The two puppets march towards each other, comically.)**

And look at that. Reds and Blues got along fine.

3. But remember. The bridge had only room for one person to pass. So, some days Blue lets Red pass ...

**(Blue puppet bows low, goes back and allows Red puppet to pass.)**

Other days Red lets Blue pass ...

**(Red puppet bows and allows Blue puppet to pass.)**

4. This way everything is fine. In fact, the Blues and Reds were really good friends. Then one day ... Well, watch what happened next.

**(The red and blue puppets move towards each other. This time neither is prepared to give way. There are threatening sounds, grunts and growls. They push and shove. They hit each other with their sticks. Then a full-scale fight follows. Music. Cymbals and drums. Loud cries. Both puppets fall down and die.)**

5. Yes, there was a big fight.

**(A number of red puppets and a number of blue puppets rise above the wall. They shout and wave their sticks. They fight. Puppets howl in pain. They exit bruised and hurt to left and right.)**

6. The only way anyone could think to stop the fighting was for a Red never to meet a Blue and for a Blue never to meet a Red, ever again. So it was decided to build ...

**(Another performer pulls at the cloth covering the wall. The wall is revealed.)**

A wall!

**(Threatening music.)**

- A. Explain what a puppet show is. (10)
- B. Is this a HAPPY or a SAD show? Give a reason for your answer. (10)
- C. This show seems to have a message for the audience. What do you think the message is? (10)
- D. Would you like to operate a puppet show? Give a reason for your answer. (10)
- E. Taking any play which you have studied –
1. describe what the play is about. (10)
  2. did you enjoy the play? Give a reason for your answer. (10)

**TURN OVER**

**SECTION 6:****DRAMA****[60]**

Read this play carefully and then answer the questions which follow.

The play is a puppet show.

**On the stage is a wall about 5 feet high, covered by cloth. PUPPETEERS behind the wall. Happy music. A STORYTELLER stands in front of the wall and speaks.**

**STORYTELLER:**

1. Hello! I've come to tell you about the land of Red where everything is red. Sad really. We haven't any other colours. Mind you, it wasn't always like this.

A long time ago there were red people, yes, but blue people as well. Red people lived in the East and Blue people in the West. But they were always coming and going, going and coming, meeting each other. Because between East and West there was a bridge. A bridge with only enough room for one person to pass.

2. So Red people came ...

**(A red puppet appears over the top of the wall. Waves happily to the audience.)**

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**(A blue puppet appears over the wall. Waves happily to the audience. The two puppets march towards each other, comically.)**

And look at that. Reds and Blues got along fine.

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**(The red and blue puppets move towards each other. This time neither is prepared to give way. There are threatening sounds, grunts and growls. They push and shove. They hit each other with their sticks. Then a full-scale fight follows. Music. Cymbals and drums. Loud cries. Both puppets fall down and die.)**

5. Yes, there was a big fight.

**(A number of red puppets and a number of blue puppets rise above the wall. They shout and wave their sticks. They fight. Puppets howl in pain. They exit bruised and hurt to left and right.)**

6. The only way anyone could think to stop the fighting was for a Red never to meet a Blue and for a Blue never to meet a Red, ever again. So it was decided to build ...

**(Another performer pulls at the cloth covering the wall. The wall is revealed.)**

A wall!

**(Threatening music.)**



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Examination Number

13901

**QUESTIONNAIRE**

1 What is your name? \_\_\_\_\_ 2 How old are you? \_\_\_\_\_

3 How many TV sets are there at home? \_\_\_\_\_ 4 How many channels? \_\_\_\_\_

	Yes	No
5 Is there a TV set (please tick ✓) in the kitchen?	<input type="checkbox"/>	<input type="checkbox"/>
in your sitting room?	<input type="checkbox"/>	<input type="checkbox"/>
in your bedroom?	<input type="checkbox"/>	<input type="checkbox"/>

6 How well do you like each type of programme in the following list? Give a score to each type by putting a circle around one of the numbers following that type. The higher the number you circle, the better you like it.

Example	Cartoons	5	4	3	2	1	0
	Cartoons	5	4	3	2	1	0
	Sports	5	4	3	2	1	0
	News	5	4	3	2	1	0
	Films	5	4	3	2	1	0
	Soaps	5	4	3	2	1	0

7 Do you think there should be a **Greater** amount, the **Same** amount or a **Smaller** amount of the following types of programmes on TV?

Place one tick (✓) after each type of programme.

	Greater	Same	Smaller
Educational Programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programmes in Irish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chatshows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gameshows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Name the type of programme you like **Best** and give a reason for your choice.

.....

.....

.....

9 Name the type of programme you like **Least** and give a reason for your choice.

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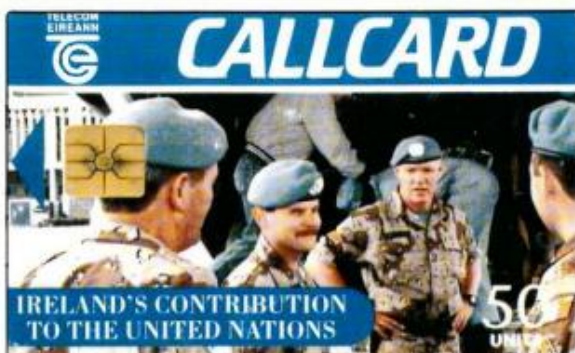
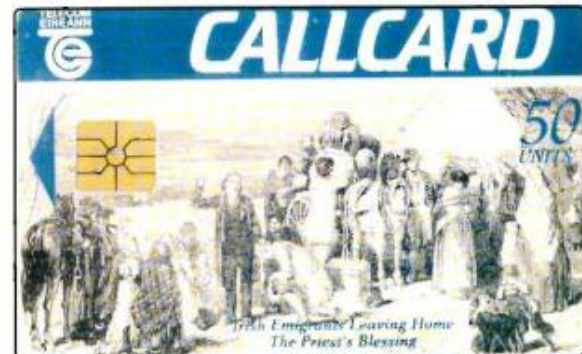
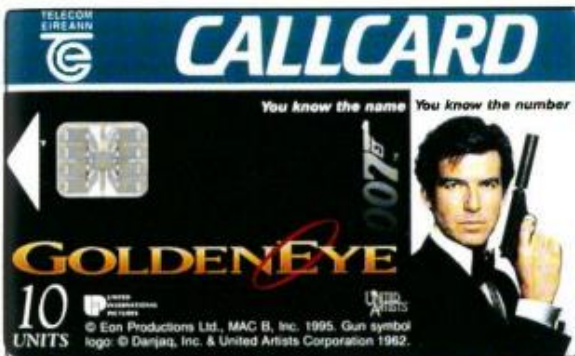
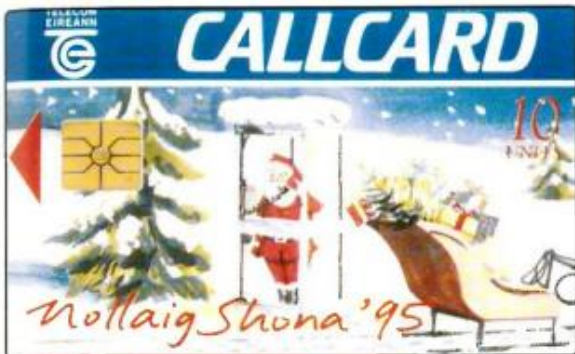
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AN ROINN OIDEACHAIS  
JUNIOR CERTIFICATE EXAMINATION, 1996  
PAPER X of ENGLISH - FOUNDATION LEVEL  
(TO BE USED IN ANSWERING SECTION 5)

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