



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2026

English - Ordinary Level - Paper 2

Total Marks: 200

Thursday, 4 June – Afternoon, 2.00 – 5.20

Candidates must attempt the following:

- The required number of questions on **One** single text 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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Do not hand this up.

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State Examinations Commission.

SECTION I

THE SINGLE TEXT

(60 MARKS)

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

A. THE TENANT OF WILDFELL HALL – Anne Brontë

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *The Tenant of Wildfell Hall* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the front cover of a new edition of Brontë's novel, *The Tenant of Wildfell Hall*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Brontë's novel, *The Tenant of Wildfell Hall*, are relevant for readers today? Discuss at least one aspect of the novel in your response.
Support your response with reference to the text. (10)
2. "All texts leave a reader with some sense of hope."
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *The Tenant of Wildfell Hall* to support your view. You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "A reader can gain many fascinating insights about how power may be used, for good or bad, from Brontë's novel, *The Tenant of Wildfell Hall*."
Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Tenant of Wildfell Hall* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

B. A RAISIN IN THE SUN – Lorraine Hansberry

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *A Raisin in The Sun* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the poster for a new production of Hansberry's play, *A Raisin in the Sun*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Hansberry's play, *A Raisin in The Sun*, are relevant for an audience today? Discuss at least one aspect of the play in your response.
Support your response with reference to the text. (10)
2. "All texts leave an audience with some sense of hope."
You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *A Raisin in The Sun* to support your view. You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "An audience member can gain many fascinating insights about how power may be used, for good or bad, from Hansberry's play, *A Raisin in The Sun*."
Describe three moments from the play when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *A Raisin in The Sun* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response.
Your response should demonstrate your knowledge of the text.

C. **SIVE – John B. Keane**

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *Sive* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view. Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the poster for a new production of Keane’s play, *Sive*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion. Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Keane’s play, *Sive*, are relevant for an audience today? Discuss at least one aspect of the play in your response. Support your response with reference to the text. (10)
2. “All texts leave an audience with some sense of hope.”
You have been asked to submit a magazine article in response to this statement. Write the text of your article using three aspects of *Sive* to support your view. You may use it to agree or disagree with the statement. Your response should demonstrate your knowledge of the text.
3. “An audience member can gain many fascinating insights about how power may be used, for good or bad, from Keane’s play, *Sive*.”
Describe three moments from the play when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments. Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Sive* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

D. THE CRUCIBLE – Arthur Miller

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *The Crucible* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the poster for a new production of Miller's play, *The Crucible*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members. Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Miller's play, *The Crucible*, are relevant for an audience today? Discuss at least one aspect of the play in your response.
Support your response with reference to the text. (10)
2. "All texts leave an audience with some sense of hope."
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *The Crucible* to support your view.
You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "An audience member can gain many fascinating insights about how power may be used, for good or bad, from Miller's play, *The Crucible*."
Describe three moments from the play when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Crucible* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response.
Your response should demonstrate your knowledge of the text.

E. HAMNET – Maggie O’Farrell

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *Hamnet* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the front cover of a new edition of O’Farrell’s novel, *Hamnet*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in O’Farrell’s novel, *Hamnet*, are relevant for a reader today? Discuss at least one aspect of the novel in your response.
Support your response with reference to the text. (10)
2. “All texts leave a reader with some sense of hope.”
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *Hamnet* to support your view.
You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. “A reader can gain many fascinating insights about how power may be used, for good or bad, from O’Farrell’s novel, *Hamnet*.”
Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Hamnet* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

F. THE COVE – Ron Rash

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *The Cove* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the front cover of a new edition of Rash's novel, *The Cove*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers.
Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Rash's novel, *The Cove*, are relevant for a reader today? Discuss at least one aspect of the novel in your response.
Support your response with reference to the text. (10)
2. "All texts leave a reader with some sense of hope."
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *The Cove* to support your view.
You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "A reader can gain many fascinating insights about how power may be used, for good or bad, from Rash's novel, *The Cove*."
Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Cove* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response.
Your response should demonstrate your knowledge of the text.

G. MACBETH – William Shakespeare

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *Macbeth* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the poster for a new production of Shakespeare's play, *Macbeth*, that you think would both illustrate an important aspect of the play and attract the attention of potential new audience members.
Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Shakespeare's play, *Macbeth*, are relevant for an audience today? Discuss at least one aspect of the play in your response.
Support your response with reference to the text. (10)
2. "All texts leave an audience with some sense of hope."
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *Macbeth* to support your view.
You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "An audience member can gain many fascinating insights about how power may be used, for good or bad, from Shakespeare's play, *Macbeth*."
Describe three moments from the play when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Macbeth* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response.
Your response should demonstrate your knowledge of the text.

H. DRACULA – Bram Stoker

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *Dracula* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the front cover of a new edition of Stoker's novel, *Dracula*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers. Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Stoker's novel, *Dracula*, are relevant for a reader today? Discuss at least one aspect of the novel in your response.
Support your response with reference to the text. (10)
2. "All texts leave a reader with some sense of hope."
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *Dracula* to support your view.
You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "A reader can gain many fascinating insights about how power may be used, for good or bad, from Stoker's novel, *Dracula*."
Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *Dracula* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

I. THE UNDERGROUND RAILROAD – Colson Whitehead

Answer any two of the following four questions. Each question carries 30 marks.

1.
 - (a) Identify a character from *The Underground Railroad* and explain what you think is the factor that motivates him or her most in life. Describe a moment from the text that illustrates your view.
Support your response with reference to the text. (10)
 - (b) Suggest an image, to put on the front cover of a new edition of Whitehead's novel, *The Underground Railroad*, that you think would both illustrate an important aspect of the novel and attract the attention of potential new readers.
Give a reason for your suggestion.
Support your response with reference to the text. (10)
 - (c) Do you think that the ideas explored in Whitehead's novel, *The Underground Railroad*, are relevant for a reader today? Discuss at least one aspect of the novel in your response.
Support your response with reference to the text. (10)
2. "All texts leave a reader with some sense of hope."
You have been asked to submit a magazine article in response to this statement.
Write the text of your article using three aspects of *The Underground Railroad* to support your view. You may use it to agree or disagree with the statement.
Your response should demonstrate your knowledge of the text.
3. "A reader can gain many fascinating insights about how power may be used, for good or bad, from Whitehead's novel, *The Underground Railroad*."
Describe three moments from the novel when you see a character or characters using power for good or bad. Explain what insights you gain from each of your chosen moments.
Your response should demonstrate your knowledge of the text.
4. You are taking part in a debate about the impact of Artificial Intelligence (AI) on writing. Your opponent is arguing that in the future there will be no need for writers because AI will replace them. You believe that humans are too complicated for AI to imitate in texts convincingly. You decide to use characters from *The Underground Railroad* to prove your point. Discuss three examples from the text to support your views. You may use one or more characters in your response. Your response should demonstrate your knowledge of the text.

SECTION II THE COMPARATIVE STUDY (70 MARKS)

Candidates must answer **ONE** question from **either A – Social Setting or B – Relationships or C – Hero, Heroine, Villain**. 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. When used, the word **author** is understood to include all writers, and directors of films.

A SOCIAL SETTING

1. (a) (i) Name **one** text on your comparative course. Explain one way that the social setting of your chosen text differs from the social setting of the world in which you live. Describe at least one key moment from your chosen text that you think illustrates your point.
Support your response with reference to your chosen text. (15)
- (ii) Name **another** text on your comparative course. Explain one way that the social setting of this text differs from the social setting of the world in which you live. Describe at least one key moment from your chosen text that you think illustrates your point.
Support your response with reference to your chosen text. (15)
- (b) In the case of **at least two** texts on your comparative course, compare the extent to which characters in the social settings of these texts were open to new ways of thinking or to new ways of doing things.
Support your response with reference to your chosen texts. (40)

OR

2. (a) (i) Name **one** text on your comparative course. What aspect of the social setting, do you think, influenced the characters in this text most significantly? Describe at least one key moment from your chosen text that you think illustrates your choice.
Support your response with reference to your chosen text. (15)
- (ii) Name **another** text on your comparative course. What aspect of the social setting, do you think, influenced the characters in this text most significantly? Describe at least one key moment from your chosen text that you think illustrates your choice.
Support your response with reference to your chosen text. (15)
- (b) In the case of **at least two** texts on your comparative course, compare the extent to which characters in the social settings of these texts were open to new ways of thinking or to new ways of doing things.
Support your response with reference to your chosen texts. (40)

B RELATIONSHIPS

1. (a) (i) Name **one** text on your comparative course. Identify an important relationship in this text. Describe at least one key moment from this text when this relationship is tested by a challenge or an obstacle. Explain whether this test (or tests) made the relationship stronger or weaker. Support your response with reference to your chosen text. (15)
- (ii) Name **another** of the texts on your comparative course. Identify an important relationship in this text. Describe at least one key moment from this text when this relationship is tested by a challenge or an obstacle. Explain whether this test (or tests) made the relationship stronger or weaker. Support your response with reference to your chosen text. (15)
- (b) In the case of one relationship from each of **at least two** texts on your comparative course, compare the extent to which you learned important life lessons from these relationships. Support your response with reference to your chosen texts. (40)

OR

2. (a) (i) Name **one** text on your comparative course. Identify an important relationship between two characters in this text. In your view is the relationship you identified a respectful one? Explain your view. Describe at least one key moment from the text to illustrate your response. Support your response with reference to your chosen text. (15)
- (ii) Name **another** text on your comparative course. Identify an important relationship between two characters in this text. In your view is the relationship you identified a respectful one? Explain your view. Describe at least one key moment from the text to illustrate your response. Support your response with reference to your chosen text. (15)
- (b) In the case of one relationship from each of **at least two** texts on your comparative course, compare the extent to which you learned important life lessons from these relationships. Support your response with reference to your chosen texts. (40)

C HERO, HEROINE, VILLAIN

1. (a) (i) Name **one** text on your comparative course. Identify a hero **or** heroine **or** villain in that text. Explain how the inclusion of your chosen hero, heroine or villain contributes to making the text engaging. Describe at least one key moment from your chosen text that demonstrates your view.
Support your response with reference to your chosen text. (15)
- (ii) Name **another** text on your comparative course. Identify a hero **or** heroine **or** villain in this text. Explain how the inclusion of your chosen hero, heroine or villain contributes to making the text engaging. Describe at least one key moment from your chosen text that demonstrates your view.
Support your response with reference to your chosen text. (15)
- (b) In the case of **at least two texts** on your comparative course, compare the extent to which a hero **or** heroine **or** villain in each of these texts, gets what he or she deserves. Support your response with reference to your chosen texts. (40)

OR

2. (a) (i) Choose **one** text on your comparative course. Name a hero **or** heroine **or** villain in it and identify an aspect of his or her character that you would like to have. Explain why this aspect of his or her character is one that you would like to have. Describe at least one key moment from the text when this aspect is illustrated. Support your response with reference to the text. (15)
- (ii) Choose **another** text on your comparative course. Name a hero **or** heroine **or** villain in it and identify an aspect of his or her character that you would like to have. Explain why this aspect of his or her character is one that you would like to have. Describe at least one key moment from the text when this aspect is illustrated. Support your response with reference to the text. (15)
- (b) In the case of **at least two texts** on your comparative course, compare the extent to which a hero **or** heroine **or** villain in each of these texts, gets what he or she deserves. Support your response 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, E, F.

UNSEEN POEM (20 marks)

Read the following poem and the questions that follow at least twice before writing your answers. It is taken from Moya Roddy's collection of poetry, *The Dark Art of Darning*.

Long Distance

My daughter the airline pilot, is how
you introduce her – a photo
on the mantelpiece. It shows a determined
young woman, strong bones, immaculate
uniform, poised in front of a Boeing 747.
Pressed, you confess you haven't seen her in years –
your lukewarm reaction to her choice
of career earning you the label *jealous old woman*
as she jetted out of your life.

What you don't say is how at the sound
of an airplane you want to drop whatever you're
doing, rush outside, wave; while at night,
waking to an overhead rumble, you lie
worrying about engine failure, bombs,
that she might not be getting enough sleep.

Moya Roddy

1. Why do you think that the poet uses the title, 'Long Distance' for this poem?
Explain your answer with reference to the poem. (10)
2. Which one of the following words, do you think, describes the tone of this poem best:
sad or hopeful?
Explain your answer with reference to the poem. You may refer to both words in your response. (10)

PRESCRIBED POETRY (50 marks)

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

A THE UNDERGROUND

There we were in the vaulted tunnel running,
You in your going-away coat speeding ahead
And me, me then like a fleet god gaining
Upon you before you turned to a reed

Or some new white flower japped with crimson
As the coat flapped wild and button after button
Sprang off and fell in a trail
Between the Underground and the Albert Hall.

Honeymooning, moonlighting, late for the Proms,
Our echoes die in that corridor and now
I come as Hansel came on the moonlit stones
Retracing the path back, lifting the buttons

To end up in a draughty lamplit station
After the trains have gone, the wet track
Bared and tensed as I am, all attention
For your step following and damned if I look back.
Seamus Heaney

1. (a) Identify **one** descriptive phrase or image from this poem that appeals to you.
Explain why it appeals to you. Support your response with reference to the poem. (15)
- (b) Do you think that the tone of this poem is:
positive **or** negative **or** both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)
2. Answer **ONE** of the following: [Each part carries 20 marks]
- (i) Imagine you are the poet, Seamus Heaney, and that you have just finished writing the poem, 'The Underground'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem **and** some of the choices you made about the words and phrases to use. Support your response with reference to the poem.
OR
- (ii) You have been invited to deliver a key speech called, '**The Power and Beauty of Poetry**', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Heaney's poem 'The Underground'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.
OR
- (iii) You are taking part in a radio programme called '**Stepping Stones Through Poems**'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Heaney's poem 'The Underground'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

B DRIVING TO THE HOSPITAL

We were low on petrol
so I said let's freewheel
when we get to the hill.
It was dawn and the city
was nursing its quiet
and I liked the idea
of arriving with barely
a crunch of gravel.
You smiled kindly and
eased the clutch gently
and backed us out of

the driveway and patted
my knee with exactly
the gesture you used
when we were courting,
remember, on the way
to your brother's: *I like
driving with my baby*,
that's what you said. And
at the time I wondered
why my heart leapt and leapt.

Kate Clanchy

1. (a) Identify **one** descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)
- (b) Do you think that the tone of this poem is:
positive **or** negative **or** both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the poet, Kate Clanchy, and that you have just finished writing the poem, 'Driving to the Hospital'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem **and** some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

OR
 - (ii) You have been invited to deliver a key speech called, '**The Power and Beauty of Poetry**', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Clanchy's poem 'Driving to the Hospital'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

OR
 - (iii) You are taking part in a radio programme called '**Stepping Stones Through Poems**'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Clanchy's poem 'Driving to the Hospital'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

C IT'S NOT *for Jean*

That death was thinking of you and me
Or your family, or the woman
Our father would abandon when he died.
Death was thinking what it owed him:
His ride beyond the body, its garments,

Beyond the taxes that swarm each year,
The car and its fuel injection, the fruit trees
Heavy in his garden. Death led him past
The aisles of tools, the freezer lined with meat,
The television saying over and over *Seek*

And ye shall find. So why do we insist
He has vanished, that death ran off with our
Everything worth having? Why not that he was
Swimming only through this life—his slow,
Graceful crawl, shoulders rippling,

Legs slicing away at the waves, gliding
Further into what life itself denies?
He is only gone so far as we can tell. Though
When I try, I see the white cloud of his hair
In the distance like an eternity.

Tracy K. Smith

1. (a) Identify **one** descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)
- (b) Do you think that the tone of this poem is:
positive **or** negative **or** both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the poet, Tracy K. Smith, and that you have just finished writing the poem, 'It's Not'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem **and** some of the choices you made about the words and phrases to use. Support your response with reference to the poem.

OR

 - (ii) You have been invited to deliver a key speech called, '**The Power and Beauty of Poetry**', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Smith's poem 'It's Not'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.

OR

 - (iii) You are taking part in a radio programme called '**Stepping Stones Through Poems**'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Smith's poem 'It's Not'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

D THIS IS JUST TO SAY

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold

William Carlos Williams

1. (a) Identify **one** descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)
- (b) Do you think that the tone of this poem is:
positive **or** negative **or** both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)
2. Answer **ONE** of the following: [Each part carries 20 marks]
- (i) Imagine you are the poet, William Carlos Williams, and that you have just finished writing the poem, 'This Is Just To Say'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas you explored in the poem **and** some of the choices you made about the words and phrases to use. Support your response with reference to the poem.
OR
- (ii) You have been invited to deliver a key speech called, '**The Power and Beauty of Poetry**', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Williams' poem 'This Is Just To Say'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.
OR
- (iii) You are taking part in a radio programme called '**Stepping Stones Through Poems**'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Williams' poem 'This Is Just To Say'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

E THE PRODIGAL

The brown enormous odor he lived by
was too close, with its breathing and thick hair,
for him to judge. The floor was rotten; the sty
was plastered halfway up with glass-smooth dung.
Light-lashed, self-righteous, above moving snouts,
the pigs' eyes followed him, a cheerful stare -
even to the sow that always ate her young -
till, sickening, he leaned to scratch her head.
But sometimes mornings after drinking bouts
(he hid the pints behind a two-by-four),
the sunrise glazed the barnyard mud with red;
the burning puddles seemed to reassure.
And then he thought he almost might endure
his exile yet another year or more.

But evenings the first star came to warn.
The farmer whom he worked for came at dark
to shut the cows and horses in the barn
beneath their overhanging clouds of hay,
with pitchforks, faint forked lightnings, catching light,
safe and companionable as in the Ark.
The pigs stuck out their little feet and snored.
The lantern - like the sun, going away -
laid on the mud a pacing aureole.
Carrying a bucket along a slimy board,
he felt the bats' uncertain staggering flight,
his shuddering insights, beyond his control,
touching him. But it took him a long time
finally to make his mind up to go home.

Elizabeth Bishop

1. (a) Identify **one** descriptive phrase or image from this poem that appeals to you.
Explain why it appeals to you. Support your response with reference to the poem. (15)
- (b) Do you think that the tone of this poem is:
positive **or** negative **or** both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)
2. Answer **ONE** of the following: [Each part carries 20 marks]
- (i) Imagine you are the poet, Elizabeth Bishop, and that you have just finished writing the poem, 'The Prodigal'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem **and** some of the choices you made about the words and phrases to use. Support your response with reference to the poem.
- OR**
- (ii) You have been invited to deliver a key speech called, '**The Power and Beauty of Poetry**', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Bishop's poem 'The Prodigal'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.
- OR**
- (iii) You are taking part in a radio programme called '**Stepping Stones Through Poems**'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Bishop's poem, 'The Prodigal'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

F WHEN I AM AMONG THE TREES

When I am among the trees,
especially the willows and the honey locust,
equally the beech, the oaks and the pines,
they give off such hints of gladness.
I would almost say that they save me, and daily.

I am so distant from the hope of myself,
in which I have goodness, and discernment,
and never hurry through the world
but walk slowly, and bow often.

Around me the trees stir in their leaves
and call out, "Stay awhile."
The light flows from their branches.

And they call again, "It's simple," they say,
"and you too have come
into the world to do this, to go easy, to be filled
with light, and to shine."

Mary Oliver

1. (a) Identify **one** descriptive phrase or image from this poem that appeals to you. Explain why it appeals to you. Support your response with reference to the poem. (15)
- (b) Do you think that the tone of this poem is:
positive **or** negative **or** both positive and negative?
Explain your answer. Support your answer with reference to the poem. (15)
2. Answer **ONE** of the following: [Each part carries 20 marks]
 - (i) Imagine you are the poet, Mary Oliver, and that you have just finished writing the poem, 'When I Am Among The Trees'. Write a diary entry, as the poet, in which you reflect on your experience of writing the poem. Your diary entry should be a reflection on some of the thought-provoking ideas explored in the poem **and** some of the choices you made about the words and phrases to use. Support your response with reference to the poem.
OR
 - (ii) You have been invited to deliver a key speech called, '**The Power and Beauty of Poetry**', to a National Youth Conference. The speech aims to encourage young people to engage with new ideas and to appreciate the beauty of language in literature. You decide to open your speech by reciting Oliver's poem 'When I Am Among The Trees'. Write the text of the speech you deliver after reciting the poem in which you explore why your chosen poem is suitable for the event. Support your response with reference to the poem.
OR
 - (iii) You are taking part in a radio programme called '**Stepping Stones Through Poems**'. You have to identify four separate words from a poem that you think are perfectly chosen by the poet. Write the text of your contribution, using Oliver's poem, 'When I Am Among The Trees'. Explain why, in your view, each one of the words you identify has been perfectly chosen by the poet. Support your response with reference to the poem.

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