

# **X115/202**

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NATIONAL  
QUALIFICATIONS  
2009

FRIDAY, 15 MAY  
2.20 PM – 3.50 PM

ENGLISH  
INTERMEDIATE 2  
Critical Essay

Answer **two** questions.

Each question must be taken from a different section.

Each question is worth 25 marks.



**Answer TWO questions from this paper.**

**Each question must be chosen from a different Section (A–E). You are not allowed to choose two questions from the same Section.**

**In all Sections you may use Scottish texts.**

**Write the number of each question in the margin of your answer booklet and begin each essay on a fresh page.**

**You should spend about 45 minutes on each essay.**

**The following will be assessed:**

- **the relevance of your essays to the questions you have chosen**
- **your knowledge and understanding of key elements, central concerns and significant details of the chosen texts**
- **your explanation of ways in which aspects of structure/style/language contribute to the meaning/effect/impact of the chosen texts**
- **your evaluation of the effectiveness of the chosen texts, supported by detailed and relevant evidence**
- **the quality and technical accuracy of your writing.**

**Each question is worth 25 marks. The total for this paper is 50 marks.**

### **SECTION A—DRAMA**

*Answers to questions in this section should refer to the text and to such relevant features as: characterisation, key scene(s), structure, climax, theme, plot, conflict, setting . . .*

1. Choose a character from a play whose fate is unfortunate or unhappy.

Show how much of the character's misfortune is caused by the personality and decisions of the character and how much by other circumstances in the play.

2. Choose a scene from a play in which suspense or tension is built up.

Show how this suspense or tension is built up and what effect this scene has on the play as a whole.

3. Choose a play which deals with a close relationship within a family or a community.

Show how the portrayal of the relationship helps in your understanding of the central concerns of the play.

## SECTION B—PROSE

*Answers to questions in this section should refer to the text and to such relevant features as: characterisation, setting, language, key incident(s), climax/turning point, plot, structure, narrative technique, theme, ideas, description . . .*

4. Choose a novel **or** a short story in which a character is in conflict with his or her friends or relatives or society.

Show how the conflict arises and what effect it has on the character's fate in the novel or short story as a whole.

5. Choose a novel **or** a short story which deals with the effects of evil or war or deceit or a breakdown in society or a breakdown in relationship(s).

Show how any of these negative pressures affects the main character in the novel or short story and go on to show whether or not she or he tackles it successfully.

6. Choose a **non-fiction** text **or** group of texts which interests you because of its detailed and vivid description of scenes, events, people.

Show how the detailed description makes the scenes, events, people vivid for you and increases your understanding of what is happening.

## SECTION C—POETRY

*Answers to questions in this section should refer to the text and to such relevant features as: word choice, tone, imagery, structure, content, rhythm, theme, sound, ideas . . .*

7. Choose a poem which deals with childhood, adolescence, family life or old age.

Show how the poet deepens your understanding of any of these stages of life by the choice of content and the skilful use of poetic techniques.

8. Choose a poem which deals with a particular time of year or a particular place.

Show how the poet, by his or her choice of content and style, persuades you to adopt his or her view of the season or the place.

9. Choose a poem which has as one of its central concerns a personal, social or religious issue.

Show how the content and the poetic techniques used increase your understanding of the issue.

**[Turn over**

## SECTION D—FILM AND TV DRAMA

*Answers to questions in this section should refer to the text and to such relevant features as: use of camera, key sequence, characterisation, mise-en-scène, editing, setting, music/sound effects, plot, dialogue . . .*

10. Choose a film **or** TV drama\* which both entertains and helps to raise awareness of social issues.

Show how the film or TV drama you have chosen succeeds in both these aspects.

11. Choose a sequence from a film which is important both to the atmosphere and to the plot of the film.

Show how atmosphere is created in the sequence and go on to show how the sequence and the atmosphere are important to the film as a whole.

12. Choose a film **or** TV drama\* which is set **either** in a past age **or** in the future.

Show how the director/programme-maker has created the setting of the past **or** the future and go on to show how the setting increases your enjoyment of the film or TV drama.

\* “TV drama” includes a single play, a series or a serial.

## SECTION E—LANGUAGE

*Answers to questions in this section should refer to the text and to such relevant features as: register, accent, dialect, slang, jargon, vocabulary, tone, abbreviation . . .*

13. Consider how TV programmes aimed at young audiences have an effect on the language young people use.

Identify any recent changes in vocabulary or accent that you are aware of and explain whether you feel the new words/accent are more effective in communicating than those which they have replaced.

14. Consider the use of emotive language in any form of advertising with which you are familiar.

By referring to specific examples show how effective you feel the use of emotive language is in its particular context.

15. Consider the distinctive language found in any group of people with a shared interest in a sport, hobby, job or activity.

By referring to specific examples of distinctive vocabulary or codes or grammatical forms show whether or not these features increase the effectiveness of communication within the group.

[END OF QUESTION PAPER]