

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate

ENGLISH

2017

QUESTION and ANSWER BOOKLET

Time allowed: Three hours

(An extra 10 minutes is allowed for reading this paper.)

INSTRUCTIONS

Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right hand corner of this page.

This Examination contains **TWO** Strands.

STRAND	GUIDELINE
STRAND 1	Analysis of Text You must answer ALL 22 Questions in this Strand.
STRAND 2	Response to Text You must answer TWO Essay Questions in this Strand. Do not select two options from the same Question number.

Write your answers in the spaces provided in this booklet.

If you need more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

Major Learning Outcomes (Achievement Standards)	Skill Level & Number of Questions				Weight/ Time
	Level 1 <i>Uni- structural</i>	Level 2 <i>Multi- structural</i>	Level 3 <i>Relational</i>	Level 4 <i>Extended Abstract</i>	
Strand 1: Exploring language: close reading of text Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	16	5	-	1	30% 77 min
Strand 2: Response to texts Respond critically to specified aspect(s) of studied written text(s), supported by evidence.	2	6	6	2	40% 103 min
TOTAL	18	11	6	3	70% 180 min

Check that this Booklet contains pages 2-16 in the correct order and that none of these pages is blank
HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

STRAND 1: EXPLORING LANGUAGE: CLOSE READING OF TEXT

[Spend about 77 minutes on this Strand.]

Question 1**Passage A****Prose**

All The Difference In The World	
5	<p>Every Sunday morning I take a light jog around a park near my home. There's a lake located in one corner of the park. Each time I jog by this lake, I see the same elderly woman sitting at the water's edge with a small metal cage sitting beside her.</p> <p>This past Sunday my curiosity got the best of me, so I stopped jogging and walked over to her. As I got closer, I realized that the metal cage was in fact a small trap. There were three turtles, unharmed, slowly walking around the base of the trap. She had a fourth turtle in her lap that she was carefully scrubbing with a spongy brush.</p> <p>"Hello," I said. "I see you here every Sunday morning. If you don't mind my nosiness, I'd love to know what you're doing with these turtles."</p>
10	<p>She smiled. "I'm cleaning off their shells," she replied. "Anything on a turtle's shell, like algae or scum, reduces the turtle's ability to absorb heat and impedes its ability to swim. It can also corrode and weaken the shell over time."</p> <p>"Wow! That's really nice of you!" I exclaimed. "You truly are their saviour."</p>
15	<p>She went on: "I spend a couple of hours each Sunday morning, relaxing by this lake and helping these little guys out. It's my own strange way of making a difference."</p> <p>"But don't most freshwater turtles live their whole lives with algae and scum hanging from their shells?" I asked.</p> <p>"Yep, sadly, they do," she replied.</p>
20	<p>I scratched my head. "Well then, don't you think your time could be better spent? I mean, I think your efforts are kind and all, but there are fresh water turtles living in lakes all around the world. And 99% of these turtles don't have kind people like you to help them clean off their shells. So, no offense... but how exactly are your localized efforts here truly making a difference?"</p>
25	<p>The woman giggled aloud. She then looked down at the turtle in her lap, scrubbed off the last piece of algae from its shell, and said, "Sweetie, if this little guy could talk, he'd tell you I just made all the difference in the world."</p>

[Adapted from: Chernoff, M. 2013, '*All the difference in the world*', (Online), Available: <http://www.marcdangel.com/2013/05/21/4-short-stories-change-the-way-you-think/>]

After carefully reading **Passage A**, answer the following questions in the spaces provided.
Use your **own words** to answer where possible.

Assessor's use only

1.1	<p>According to the passage, what activity is the persona or 'I' in the story involved in on Sunday mornings?</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.2	<p>State an important event in the story that leads to the theme.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.3	<p>Describe the elderly woman's belief about the activity she does every Sunday morning.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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1.4a	<p>Identify the figurative language used in line 13, "You truly are their saviour."</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.4b	<p>State a belief expressed by the persona or "I" in line 13, "You truly are their saviour."</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.5	<p>What is the author's point of view about life?</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.6	<p>Describe the symbolism of the turtle as used in the passage to your own society.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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1.7	<p>State the moral or message the author is trying to convey to you.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.8	<p>Give one example of the vocabulary used that contributes to the tone and structure typical of this text.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.9	<p>Identify the narrative style used by the writer.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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Question 1Passage BPoetry**My Island In the Sun**

Pristine and tranquil
 My heart yearns for the soft sandy beach
 That seems to be at ease
 Envelops my poor soul
 5 Giving it a pulsating leap
 What a **beauty!** Says Grandpa
Of the past that is!

The **laidback attitude** of its inhabitants
 The slow ticking of the clock
 10 That seems to defy all odds
 Oh how I long to return!
 To my Island in the Sun

Westernization has its way
Like a thief in the night
 15 Robs people off their rights
 Be it traditional, physical, mental or spiritual
 The roar of the hungry waves in a sea of peril
 Extremely deafening!

Climate Change?
 20 My soul weeps
 My island in the sun - no more
 Sea level rise, angry winds decimating my isle
 Is there hope?
 Sustainable living my countrymen!
 25 To save our Island in the Sun

Then I remember Grandpa's stories of the past
 How connected they were with nature and its surroundings
 I yearned to experience it
 I try to grab it
 30 But the wave of destruction was too much
 Swept my once unspoiled isle
 Into a sea of darkness

To the **powers that be**
 It is high time to think of poor islands like ours
 35 Stop the bully tactics, stop pollution
 Curb climate change
 Bring back
 Our tiny island in the sun.

V. Monua

After carefully reading **Passage B**, answer the following questions in the spaces provided.
Use your **own words** to answer where possible.

Assessor's use only

1.10	Describe the poet's attitude or belief about her island in the first stanza. [lines 1-7] <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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1.11	Study the first stanza [lines 1-7] and then write down two words that suggest that it is great to live in the islands. <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.12	What does Grandpa mean in lines 6 and 7? 'What a beauty! Says Grandpa Of the past that is! <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.13	What does the laidback attitude in line 8 suggest about the islanders? <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.14	Identify a language technique or poetic device used in line 14 below. ' Like a thief in the night ' <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.15	<p>State the poet's point of view concerning westernisation.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.16	<p>Describe the feelings of the persona in stanza 4 [lines19-25]. Support your response with at least ONE example from the above poem.</p> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR	
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1.17	<p>State the poet's hope for the future of the islands.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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1.18	<p>State a theme revealed in this poem.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR			
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<p>1.19</p>	<p>State a narrative style used in this poem.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR							
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<p>1.20</p>	<p>Choose a poetic device used in the poem, and describe how it makes the poem appeal to you as a reader. Support your response with at least ONE example from the text.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Multistructural</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Multistructural		2		1		0		NR					
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<p>1.21</p>	<p>Use both Passage A and Passage B to answer Question 1.21.</p> <p>Discuss a common message that the writer in Passage A and the poet in Passage B are trying to convey. Justify your answer showing the relevance of this common message to your society.</p> <p>Support your ideas with one or more examples from any part of Passage A and Passage B and examples from your own society.</p> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Extended Abstract</th> </tr> </thead> <tbody> <tr> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Extended Abstract		4		3		2		1		0		NR	
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STRAND 2: RESPONSE TO TEXTS

[Spend about 103 minutes on this Section.]

Choose **TWO** questions from this Strand (Questions 2.1 – 2.7) and write **two** formal essays of about **400 words** each.

Answer only **ONE** option from each of the question you have selected.

For each question chosen, write the **Genre** it belongs to, the **question number**, the **letter of the option** you have selected, the **title** of the work(s) studied and the **name of the Author(s)/ Poet(s)/ Playwright/ Producer/ Director** in the spaces provided in this Booklet.

While writing your essay, ensure that **ideas are structured appropriately**, **expression and style are used correctly**, **language conventions are aptly applied** and **critical thinking and logical reasoning** are used appropriately.

You are reminded that a good answer makes close references to the work(s) studied, and includes relevant examples from one's own society.

Question 2.1 SHAKESPEAREAN DRAMA

Either Option A

Explain how the **figurative language devices** contribute to the main message in a Shakespearean Drama you have studied in class this year. Discuss the relevance of this message to your society.

OR Option B

Explain how the **beginning** of a Shakespearean Drama you have studied impacts on the overall development of the play. If you were the main character, discuss how you would have ended the play.

Question 2.2 NON-SHAKESPEAREAN DRAMA

Either Option A

Choose **two** characters in a Non-Shakespearean Drama you have studied and relate their **characteristics** or traits to people in your society. Discuss how these characters convey an important message to the readers.

OR Option B

Explain how the setting, both physical and social, of a Non-Shakespearean Drama you have studied contributes to the main message of the Drama. Discuss the importance of this message to the 21st century students.

Question 2.3 POETRY

Either Option A

With reference to **two** poems you have studied this year, explain how the mood and atmosphere experienced in the poems contribute to the overall messages of the poems. Discuss the relevance of this message to the people of your society.

OR Option B

With reference to **two** poems you have studied this year, explain how the sound devices appeal to your feelings as a reader. Discuss how the feelings expressed in the poems contribute to the purpose of the poem.

Question 2.4 **NOVEL****Either Option A**

Explain how the climax or highpoint in a novel you have studied is significant to the rest of the novel. Discuss how the climax contributes to a powerful cohesive message for readers.

OR Option B

Explain an important decision the protagonist (main character) makes in a novel you have studied. Discuss a significant message conveyed as the result of that important decision.

Question 2.5 **SHORT STORY****Either Option A**

‘Choice of titles by authors is critical as important messages are conveyed by their use’.

With reference to **two** short stories you have studied, discuss the significance of the titles in relation to the themes they convey. Explain how these themes relate to the people in your society.

OR Option B

Choose **two** characters (one each) from two short stories you have studied and discuss how important their influences are in imparting the main themes of the stories. Explain how these characters relate to the people in your society.

Question 2.6 **NON-FICTION****Either Option A**

Explain with reasons why you liked or disliked the **ending** of a Non-Fiction text you have studied. Discuss the implication the ending has on the overall message of the Non-Fiction.

OR Option B

Explain a major incident in a Non-Fiction text you have studied and a **viewpoint** that emerges from that incident. Discuss how the viewpoint in the Non-Fiction suits the people in your society.

Question 2.7 **FILM****Either Option A**

Imagine you are the main actor or actress in a film you have studied this year. Explain one aspect of the **character** that impresses you and discuss a valuable lesson you learn from that character.

OR Option B

‘Films are meant to be enjoyed and appreciated’.

Describe a scene in the film you have studied this year that captures your attention and discuss a critical message conveyed in that scene that made you enjoy and appreciate it.

