

MARKER CODE



Pacific
Community
Communauté
du Pacifique



Student Personal Identification Number

South Pacific Form Seven Certificate

ENGLISH

2020

QUESTION and ANSWER BOOKLET (1)

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	0	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 2–18 in the correct order and that none of these pages are blank.

HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

STRAND 1: EXPLORING LANGUAGE: CLOSE READING OF TEXT
Question 1
Passage A
Prose

	<u>THE ESCAPE</u>
5	It was a normal Friday afternoon. The excitement as it was the end of a working week and the starting of my vacation was upon me as I slowly packed my bag for a weekend out of the city. The atmosphere was one of calm and tranquility as I unlocked my car, dumped my one travelling bag in the boot and revved the engine. The car was a brand new one, bought just a few weeks earlier; a birthday present from my well-to-do husband; maybe a kind of reward for being a homemaker or to keep up with his status in the society, I guess. I had planned this visit to my homeland months before as I yearned for that peaceful environment; the smell of fresh morning dew and home-baked goodies that normally emanated from Mum's kitchen.
10	Just an hour out of the city, the weather started to change. Instead of calmness, I could see black clouds hovering over the mountains. Heavy rain was imminent. Driving past with caution, I could see the menacing splash of the waves along the coastal shores.
15	Birds started flying home to nest ; a sign of an impending storm, a bad omen. The normal swaying of coconut palms became increasingly threatening. I thought of my settlement half an hour away; my old house where I grew up in must be surrounded by a muddy puddle by now. The gravel road was not helping at all as the thick mud had made the car difficult to maneuver.
20	'Marie, run to the grocer and ask Uncle Ned to give you two tinned fish, one kg flour and a match and hurry. This storm is going to hit hard,' Mum screamed from the kitchen. I had the most important role now as the eldest in the family as my brother had left for an assignment in the Military. Dad had passed on a few years before and Mum single-handedly raised the three of us. My younger brother was now married and stayed with his young family in a farm nearby. I normally paid Mum a visit as many as I could in a year as I know how lonely it could be without any loved ones around you.
25	Boom!! A loud thud was heard. I was brought back to my senses and the car suddenly halted; not that I turned off the ignition but it just happened. 'How can a newly purchased car give up already', I thought to myself. By now, the sky was black. My vision was blurry as I could not see anything; just the headlights shining fiercely. I got off to inspect the car. By now, I was soaked to the core. Luckily, I remembered the short cut to the village but
30	the river was too difficult to cross in this weather. I took off my heels and put on my running shoes that I often kept in the car.
35	The path was too treacherous as the water from the nearby stream suddenly spilled onto the overgrown crossing. The only way to the village now was to cross the river from the road, which by now was underwater. With all the survival tips taught by my father years ago, now was the time for the test. The river was swift and rapid. I could feel the adrenalin rising. 'Please God, save me and my family from this adverse weather condition', I silently prayed.
40	I closed my eyes and remembered the early days of hunting and gathering, the difficult life in the village and how we had to move inland twice due to climate change. Mum did not want to move anymore. The land had sentimental values for her as her forefathers

	<p>had lived there. Every year while growing up, we had to endure the hardship of our village life but I would not trade this life to the one I have now.</p> <p>My phone was dead; I could not call my husband, not that he cared much about my situation, or my brother. I had to cross the menacing river on my own. The strong winds lashed the side of the river so heavily that I slipped and let go of the stick I was holding. Suddenly, I was gasping for air as the strong current pulled me down like a whirlpool. For a good thirty minutes, I was fighting for my dear life, struggling against the adversities of the moment and praying to the 'powers that be' to grant me safe landing somewhere.</p> <p>'Marie, wake up, wake up,' I could hear my brother's strong voice close to me. My head was spinning so wildly that I thought I was being reincarnated and someone was urging me to live. Apparently, a search party was sent after a villager saw my car abandoned by the roadside. What saved me was a torch, which suddenly flashes when the holder is in danger; a new technology installed by my husband who I thought really did not care about my existence as his work was more than a wife to him than me.</p> <p>Mum was so disappointed for a whole lot of reasons and I could understand clearly that my life was more important to her than the luxuries of the new life I have come to embrace. The village slept on and everything was back to normal. The tranquility that I was craving for was now here and the aroma of freshly baked banana muffins emanated from the kitchen. Laughter was heard and surprisingly, I saw my husband in apron getting the baked goodies out of the traditional earth oven while Mum was smiling and looking on impressively. I smiled for a lot of reasons. I silently said a prayer to God in thanksgiving, for letting me live to witness my two worlds blending together in this one great moment.</p> <p style="text-align: right;">V. Nagale</p>
--	---

After carefully reading the whole of Passage A, answer the following questions in the spaces provided.

Assessor's use only			
1.1	Describe the feeling or emotion of the main character in the first paragraph and quote an example to support it. <hr/> <hr/> <hr/> <hr/>	Multistructural	
		2	
		1	
		0	
		NR	
1.2	State a lesson one can learn from the first paragraph. <hr/> <hr/> <hr/> <hr/>	Unistructural	
		1	
		0	
		NR	

Assessor's use only

1.3	State a belief of the villagers in line 13 beginning with “ Birds started ... ” <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.4	Give a reason for Marie’s trip to the store. <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.5	Describe a belief or attitude of the narrator’s mother in paragraph 3. <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th></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> </table>	Multistructural		2		1		0		NR	
Multistructural												
2												
1												
0												
NR												
1.6	Quote an example of onomatopoeia from paragraph 4. <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.7	Describe a theme that can be learnt from paragraph 5 beginning, “ The path was too treacherous... ” [Lines 32-37]. <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th></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> </table>	Multistructural		2		1		0		NR	
Multistructural												
2												
1												
0												
NR												
1.8	Identify the figurative language used in the phrase, “ strong winds lashed... ” [Lines 44-45]. <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												

Assessor's use only

1.9	State the narrator's feeling implied by the simile "...like a whirlpool." [Line 46] <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td><td></td> </tr> <tr> <td>0</td><td></td> </tr> <tr> <td>NR</td><td></td> </tr> </table>	Unistructural		1		0		NR	
Unistructural										
1										
0										
NR										
1.10	Identify the method of narration used in the story. <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td><td></td> </tr> <tr> <td>0</td><td></td> </tr> <tr> <td>NR</td><td></td> </tr> </table>	Unistructural		1		0		NR	
Unistructural										
1										
0										
NR										
1.11	State the structure or organisation of the given passage. <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td><td></td> </tr> <tr> <td>0</td><td></td> </tr> <tr> <td>NR</td><td></td> </tr> </table>	Unistructural		1		0		NR	
Unistructural										
1										
0										
NR										

Question 1**Passage B****Poetry****Nesian Past**

Woven together like pandana mats
 Are the seas, the skies and the lands
 Upon whom lead the immortal men
 From whom all creation descends

Cries and chants by naked warriors
 Are drowned out by a hollow bell
Aliens are sailing in so free
 Neither of the land nor of the sea

Metal, they cried, for this is a ship
 And they bring with them a holy book
 Christianity they sung, as it too is woven
 Into the mat; and traditions are shook

No longer are there immortal men
 But upon a cross is the faith at hand
 The mat of culture has been torn
 To which these aliens seek to amend

For there a colony is birthed
 Slaves to another man's world
 Yet the spirits of the sea are untamed
 Across the land and the sky unfurled

The will of the people implore
 The life of their own tradition
 To which these **aliens** ignore
 The signs of conflict they bore

Freedom they scream
 Blood is spilt
 Coups arise
 To which the culture tilts

**For the tie of culture
 Lies in the blood of families
 For shame and pride
 Where the lineage house reside**

There was despair
 In the trials of the young
 To live up to blood
 It was trauma they sung

**Lads pushed to suicide
 Resources lay to waste
 Atomic nomads a weapon
 To which our people did taste**

Oceania is Us
 Strong were our ties
 The mat lies tattered and torn
 But exists by sunrise

Like a wound it heals
 Independent we shall stand
 As we are woven with each other
 By our sky, sea and land

By **Maryann Philomena Lockington**

(Source: <https://allpoetry.com/poem/11731376-nesian-past-by-maryann>)

After carefully reading the whole of Passage B, answer the following questions in the spaces provided.

Assessor's use only

1.12	Whom does the word ' Aliens ' refer to in Stanza 2 ? <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.13	Identify the figure of speech used in the word ' Metal ' in line 9. <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.14	Describe the general feeling of the traditional people in Stanzas 3 and 4 and quote a word to support it. <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th></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> </table>	Multistructural		2		1		0		NR	
Multistructural												
2												
1												
0												
NR												
1.15	State an opinion of the poet in Stanza 5 . <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.16	Identify an attitude of the aliens towards the traditional people in Stanza 6 . <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.17	State the meaning of the phrase " For the tie of culture... " in Stanza 8 . <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												

Assessor's use only

1.18	State the feeling or experience expressed in Stanza 10 beginning with 'Lads...' <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.19	Describe how the poem is organised or structured. <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th> </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> </table>	Multistructural		2		1		0		NR	
Multistructural												
2												
1												
0												
NR												
1.20	State a theme that the poet is conveying to you. <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.21	Identify the narrative style of the poem. <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Unistructural</th> </tr> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Unistructural		1		0		NR			
Unistructural												
1												
0												
NR												
1.22	<p>Use both Passage A and Passage B to answer Question 1.22.</p> <p>Evaluate the impact of different points of views expressed in Passage A and Passage B. Relate these viewpoints to real people in your society.</p> <p>Justify your point of view with one or more examples from any part of Passage A or Passage B.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>											

Assessor's use only

[illegible]

STRAND 2: RESPONSE TO TEXTS

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 questions 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 your society.

Question 2.1: SHAKESPEAREAN DRAMA

Either Option A

With reference to a Shakespearean drama you have studied this year, describe a scene that appeals to you emotively. Discuss how this scene is relevant to the overall lesson the dramatist is trying to convey. Justify your answer by quoting line(s) or scene(s) from the play and relate the emotion to your society.

OR Option B

Choose a Shakespearean drama you have studied this year and describe **two language features** from: **word choice, sound devices, figurative language devices** and **symbolism**. Explain how those **two** features work together to bring out the important issue(s) the dramatist is trying to impart to his audience.

Question 2.2: NON-SHAKESPEAREAN DRAMA

Either Option A

With reference to a non-Shakespearean drama you have studied this year, describe the setting (both physical and social), and evaluate how the setting determines the overall mood and feelings of the audience. Relate the above to your own society.

OR Option B

Choose a non-Shakespearean drama you have studied this year and explain how the beliefs of **two** minor characters influence the actions or decisions of the protagonist or main character. Discuss how relevant these beliefs are to people in your society.

Question 2.3: POETRY

Either Option A

With reference to **two poems** you have studied this year, describe the overall feelings of the poet. Evaluate how those feelings contribute to the themes of the poems. Justify your response by referring to real world situations.

OR Option B

Choose **two poems** you have studied this year and for each, describe the attitude or belief of the persona. Discuss how this attitude or belief contributes to the lesson the poet is trying to reveal to you. Quote lines to support your answer and connect them to the attitudes of real people.

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

‘Authors write stories that centre around powerful characters whose traits depict strong messages.’

With reference to a novel you have studied this year, describe the main character and another influential character. Evaluate how powerful the **two** characters are in depicting the message the author is imparting.

OR Option B

With reference to a novel you have studied this year, describe the ending. Explain whether you like the ending and discuss how it ties in with the overall message of the novel.

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

‘Writers often pen their real life experiences in fiction as a way to teach important messages to the readers.’

Choose **two** short stories you have studied this year and for each, describe a real life experience of the writer as depicted in the story and discuss how this experience contributes to the purpose or message of the story.

OR Option B

With reference to **two** short stories you have studied this year, describe **two** aspects of language features or styles of writing used by the authors and discuss how those features or styles of writing convey powerful lessons to the readers. Use well selected examples from the text and real-life situations to support your answer.

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

‘Authors often use strong viewpoints they wish in the stories they weave to convey important lessons.’

With reference to a Non-Fiction Prose you have studied this year, describe a viewpoint imparted by the author. Evaluate how strong this viewpoint is in teaching the main message of the story.

OR Option B

Choose a Non-Fiction Prose you have studied this year and describe **two** contrasting attitudes of **two** characters. Discuss whether those different attitudes depict real people in your community. Justify your response by referring closely to the text.

Question 2.7: FILM**Either Option A**

Choose a scene of a film you have studied this year that depicts either a positive or negative feeling experienced by the main character. Discuss whether that feeling provides the effects or purpose it should have portrayed. Referring closely to the film for justification, relate this feeling to aspiring actors and actresses in your society.

OR Option B

Choose a film you have studied this year and describe any **two** of the following features: ***mise-en-scène***, **lighting**, **editing**, or **rhetorical devices**. Discuss how those **two** features contribute to the powerful message(s) conveyed by the Producer/ Director. Refer closely to the film for justification.

GENRE:

QUESTION NO.: _____

OPTION: _____

TITLE[S]:

AUTHOR[S]:

2. __ (i)		2. __ (ii)		2. __ (iii)		2. __ (iv)		2. __ (v)		2. __ (vi)		2. __ (vii)		2. __ (viii)	
Unistructural		Multistructural		Multistructural		Multistructural		Relational		Relational		Relational		Extended Abstract	
Title[s]		Describe Relevant Ideas		Language Convention		Format of the Essay (Intro., Body, Conclusion)		Explain/ Develop Convincing Argument		Expression & Style		Conventions of Paragraph Writing		Critical Thinking & Reasoning	
1		2		2		2		3		3		3		4	
0		1		1		1		2		2		2		3	
NR		0		0		0		1		1		1		2	
L1		NR		NR		NR		0		0		0		1	
		L2						NR		NR		NR		0	
								L3						NR	

GENRE:

QUESTION NO.: _____

OPTION: _____

TITLE[S]:

AUTHOR[S]:

THE END