

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate

ENGLISH 2021

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	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

An Adventure

5 “Bella, Sally, where are you? Grab the basket and kitchen knife and follow me”, said Bella’s grandma. She hurriedly tied the ‘sulu’, (wrap-around cloth) across her waist and asked the girls to do the same as girls were not allowed to wear shorts in the village. Grandma is a real stickler for norms and the girls know all too well when they are with her. She loves to scold children who do not conform to her rules when they are under her care. That, Bella and Sally, know too well and they do not dare to be in her **bad books**.

10 Excitement filled the air at the mention of basket which was always full of edible left-overs, and signaled the beginning of adventure for the girls. To grandma, this was an arduous task that demanded skills and knowledge of the trade. Grandma was known in the village as a fisherwoman. She inherited the name from her forefathers who were skilled in fishing and from whom others learnt the trade. Grandma was definitely a great student in her youth as despite having five children, she was deft in fishing.

15 They trotted behind hastily as grandma’s steps were quick as a cricket. Grandma unfastened the dingy and before the girls knew it, they were going against the strong current, with the 40-horsepower engine revving loudly. Sally, the timid one, was holding her breath when the tiny boat was swaying from side to side. One could tell from her facial expression that she wished she hadn’t gone to Bella’s house in the first place. Sweat trickled down her face and she was holding down her stomach. She nearly threw up what she had just eaten for breakfast. That day, the sea was actually scary and menacing. Bella, on the other hand, welcomed the fresh smell of the sea. While the smell of the sea was repugnant to her, she **didn’t dare** show it on her face as her grandma would always remind her of their heritage.

20 Suddenly, in the middle of nowhere, a small landmass was sighted. ‘Yawalo’, the name of the uninhabited island was a beauty, with white sandy beaches and rich vegetation surrounding the island. The island was like heaven on earth as the cool breeze that blew through it suddenly warmed one’s senses. Sally was the first one out of the boat when they reached shore. Grandma told her to feel the atmosphere and breathe in the fresh island fragrance. She smiled and ran after Bella, who was almost reaching the west end of the island. Grandma grinned as she knew little girls’ tricks and secrets too well.

30 **Grandma started.** Meanwhile, the girls were walking along the seashore collecting any edible shellfish they could fill their baskets with. When they almost filled their baskets, they sported a dwarf coconut tree, untouched with a lot of coconuts near the beach. Bella, the taller one of the two, who always thought she was ‘Zena’, the warrior princess in movies, suddenly dropped her basket and scaled the coconut tree. One would be amazed with her agility and strength. Before long, coconuts dropped, one by one. Although still green, they were blessed to have their thirst quenched. They remembered grandma and put two in the basket for she may need to drink something later.

40 While waiting for grandma to come to shore, they laid their baskets and sat down to enjoy the cool breeze on their body. The sun was smiling at them as it was settling towards the west. Bella, the chatterbox she is, was awkwardly quiet all of a sudden. She

45	<p>told Sally about a secret she was meaning to tell her for a long time but kept it hidden. She was just about to tell Sally about it but thought against it again as it might spoil their adventure. Sally was beginning to wander about Bella’s secret, but she left it to Bella to tell her when was ready. Bella then ran to the sea for a dip, followed by her friend.</p>
50	<p>Meanwhile, grandma’s net was full of fish and crustaceans of all sizes. She was oblivious to time and to the world. The excitement of hauling the net onto the boat sent shivers up her spine. Luckily, the tide was going out, so it was easy for her to drag the net. She could feel her adrenalin rising. When she was within her boundary and doing what she loved most, she couldn’t care what time of the day it was. She did not even hear the girls shouting for her to come to shore as the late afternoon was fast approaching. She was so happy where she was that she felt a sense of belonging to that surrounding.</p>
55	<p>The boat felt small with grandma’s huge catch. “That would surely feed the whole village,” uttered Bella, when she saw the catch. Grandma then told them to separate the catch and throw the undersized fish and crustaceans back into the sea. With questioning look on their faces, they still politely obeyed. Grandma read their expressions and explained the importance of conserving them for later use. They both nodded and smiled like a grand solution to a difficult challenge had been found.</p>
60	<p>As if the whole village knew that the catch was successful, almost one in every household was there by the jetty, eagerly waiting to see the catch and take a slice of the pie. The normal practice was such that every fisherman would share his or her catch with fellow villagers, even if it meant, nothing to preserve for the family’s next meal. The expression on grandma’s face was one of pride, satisfaction, and accomplishment as if she had graduated from a top university. She called out to the villagers to bring their basins and fill them up to the brim.</p>
65	
70	<p>Lifelong lessons were learnt by the girls during this adventure. The mere boat trip they were looking forward to turned out to be the best ever as grandma had taught them values that they need to equip themselves with in order to face the challenges of the unforeseen future. A smile was seen from the girls’ faces as they took the leftover catch to their individual homes to justify their being away for the whole day.</p>
	V. Nagale

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

		<i>Assessor’s use only</i>											
1.1	<p>Describe a value one can learn from the first paragraph of the story and quote an example to support it.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <tr> <th colspan="2">Multistructural</th> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td style="text-align: center;">NR</td> <td></td> </tr> </table>		Multistructural		2		1		0		NR	
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1.2	<p>State what the phrase, "...bad books..." implies. (Lines 6–7)</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>State a reason for the enthusiastic feeling in paragraph 2.</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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1.4	<p>Quote an example of a simile used in paragraph 3.</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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1.5	<p>Describe Grandma's qualities that one can learn from and quote a word or phrase to support your answer.</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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1.6	<p>State Bella's attitude towards Grandma as implied by the phrase, "...didn't dare..." (Line 22).</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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Assessor's use only

1.7	Describe the girls' feelings when they set foot on Yawalo Island. <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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1.8	State what " Grandma started " in Line 31. <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	State a lesson learnt from the sentence, " That would surely feed the whole village " (Lines 54–55). <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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1.10	State how the passage is organised. <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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1.11	State the method of narration used by the author. <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**The Book of Memory**

Turn me loose and let me be
 Young once more and fancy free;
 Let me wander where I will,
 Down the lane and up the hill,
 Trudging barefoot in the dust
In an age that knows no 'must,'
 And no voice insistently
 Speaks of duty unto me;
 Let me tread the happy ways
 Of those by-gone yesterdays.

Fame had never whispered then,
 Making slaves of eager men;
Greed had never called me down
 To the gray walls of the town,
 Offering frankincense and myrrh
 If I'd be its prisoner;
 I was free to come and go
 Where the cherry blossoms blow,
 Free to wander where I would,
 Finding life supremely good.

But I turned, as all must do,
 From the happiness I knew
 To the land of care and strife,
 Seeking for a fuller life;
 Heard the lure of fame and sought
 That renown so dearly bought;
 Listened to the voice of greed
 Saying: 'These the things you need,'
 Now the gray town holds me fast,
 Prisoner to the very last.

Age has stamped me as its own;
 Youth to younger hearts has flown;
 Still the cherry blossoms blow
 In the land I used to know;
 Still the fragrant clover spills
 Perfume over dales and hills,
 But I'm not allowed to stray
 Where the young are free to play;
 All the years will grant to me
 Is the book of memory.

By Edgar Albert Guest

(Source: <https://internetpoem.com/edgar-albert-guest/the-book-of-memory-poem/>)

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

Assessor's use only

1.12	<p>State the persona's feeling in Stanza 1.</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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1.13	<p>State the persona's attitude in Line 6, "In an age that has no must".</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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1.14	<p>Describe the persona's belief in Stanza 2. Quote a word or phrase to support the persona's belief.</p> <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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1.15	<p>State what the line, "Greed had never called me down" implies.</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>State what "frankincense and myrrh" in Stanza 2 symbolise.</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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1.17	<p>State the contrasting view of the persona in Stanza 3.</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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1.18	<p>Identify one sound device used in the following lines:</p> <p>“Still the fragrant clover spills Perfume over dales and hills”</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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1.19	<p>Describe a feeling or experience felt by the persona in the final stanza of the poem, beginning with, “Age has stamped me on its own” and ending with “Is the book of memory.”</p> <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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1.20	<p>State the method of narration used in the 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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1.21	<p>State a lesson one can learn from the poem ‘The Book of Memory’.</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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1.22	<p>Use both Passage A and Passage B to answer Question 1.22.</p> <p>Discuss two common viewpoints presented that contribute to the overall quality of both passages. Relate the common viewpoints above to real people in your society.</p> <p>Justify your points of view with one or more examples from any part of Passage A or Passage B.</p> <hr/> <hr/> <hr/> <hr/>											

Extended Abstract	
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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

Refer to a Shakespearean drama you have studied this year and describe the character you admire the most. Discuss an important value you learn from this character and mention how this character could be a role model for people in your community.

OR Option B

With reference to a Shakespearean drama you have studied this year, describe how powerful the ending was. Explain the main message that can be learnt from that powerful ending.

Question 2.2: NON-SHAKESPEAREAN DRAMA

Either Option A

With reference to a non-Shakespearean drama, you have studied this year, describe the mood and atmosphere experienced. Explain how the dramatist uses the mood and atmosphere to convey a critical message.

OR Option B

Refer to a non-Shakespearean drama you have studied this year and describe your overall feeling after reading it. Explain an important message that you will share with people in your society from the feeling experienced.

Question 2.3: POETRY

Either Option A

The setting of a poem and its relevance to people's way of life are critical in any poetry study.

With reference to **two** poems that you have studied this year, describe both the physical and the social setting of **each** poem. Explain how important the settings are in conveying the main issues in the poems.

OR Option B

With reference to **two poems** you have studied this year, describe **two** language features (per poem) that are quite critical in their study. Explain how those language features contribute to the messages conveyed by the poets.

Question 2.4: NOVEL**Either Option A**

The opening chapter in any novel is written with great care by the author as it contributes to the overall development of the story.

With reference to a novel you have studied this year, describe the opening scene. Explain how effective this scene is in the context of the novel, and how it brings out the theme.

OR Option B

'Authors use various techniques of writing in their stories to convey the main issues clearly.'

With reference to a novel you have studied this year, describe **two** language techniques used by the writer. Relate how one of the language features brings out the theme of the novel.

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

Choose **two** short stories you have studied this year and for **each**, describe an important thought that emerges in your mind after reading it and explain the relationship between your thought and the main theme of the story. Make reference to your community for real-life examples.

OR Option B

Good stories normally provide surprise endings that leave much to the reader's imagination.

Select **two** short stories you have studied this year and for **each**, describe the surprise ending. Explain how effective the surprise ending is in conveying the writer's viewpoint.

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

Authors' experiences in real-life contexts are often revealed in their stories.

With reference to a non-fiction prose work you have studied this year, describe an incident that clearly depicts the writer's experience. Relate the experience to the message that is conveyed to the readers.

OR Option B

The climax or peak event of the story is critical as this is where the main theme is revealed.

With reference to a non-fiction prose work you have studied this year, describe the climax of the story. Explain how effective the climax is in revealing the main lesson of the story.

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

Imagine you are the Producer of the film you studied in class this year. Describe the scene you are most passionate about. Explain how you will guide your cast in their performance of the above scene with close reference to the main issue depicted.

OR Option B

In a school project, you have been chosen to act as a hero or heroine in a film you have studied this year. Describe a scene that requires an immediate decision, which puts you in a dilemma or difficult situation. Explain how you are able to solve the situation with close reference to the film and a real-life context.

Assessor's use only

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

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Unistrucltural		Multistrucltural		Multistrucltural		Multistrucltural		Relational		Relational		Relational		Extended Abstract	
Title[s]		Describe Relevant Ideas		Language Conventions		Format of the Essay (Intro., Body, Conclusion)		Explain/ Develop Convincing Argument		Expression & Style		Conventions of Paragraph Writing		Critical Thinking & Reasoning	
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	L2							NR		NR		NR		0	
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THE END