

MARKER CODE


 Pacific
Community
Communauté
du Pacifique


Student Personal Identification Number

South Pacific Form Seven Certificate

ENGLISH 2022

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**

The Betrayal	
	I told myself not to worry as everything would be all right. I could not stop myself from feeling betrayed though. Everything I had thought about him had turned out to be wrong. He was everything to me. My best friend, my confidante. I told him everything there was to know about me, my favourite shampoo, right down to my favourite pair of shoes.
5	It began in kindergarten when he walked into the classroom; his eyes filled with tears. His parents had decided to treat him with tough love like my parents did – leaving him to fend for himself in school for the first time – unfortunately, he did not cope with it. As tears spilled down his cheeks, I sidled up to him and asked him his name. “George,” he whispered. “I’m Sam, short for Samantha,” I stated.
10	We stuck to each other like sardines from that moment on. We shared lunches, snacks and even spent the day at each other’s houses. As time passed, we started spending the night and this eventually led to a week at the other’s place. This caused quite a stir in the beginning as both our parents were strict. As we grew closer, our parents also formed a friendship.
15	All I ever wanted was to have a friend who would never betray my trust, but what happened to that one wish? I was working so hard on our class project. We had to spend hours stripping a car engine for our unit on Automotive Engineering, fixing it and putting it back together. I had already spent six hours on that engine. After we had it fixed, I spent a few extra hours polishing it. I shone it brighter than a diamond and it glittered beautifully too.
20	Then it was time for the inspection. The tutor looked at the engines set out in front of him but stopped at ours for the longest time. He then asked us all to start the engines. We started our engines. A few engines stopped working after a few minutes of spluttering while ours kept purring.
25	The tutor turned his head to look at our engine again, then he walked towards our desk and inspected it. “It’s beautifully polished,” he said. “It looks good. I think the fact that you polished it nicely made it stand out. You both have put in a lot of effort and I think the overall prize will go to you.”
30	I beamed with pride at the tutor’s words. George was also happy. It would mean that our names would be in the bag for the Valedictorian Award at the end of the year. This made me overjoyed as we had worked extra hard on this project. This would make our parents proud of us.
35	Then it happened. We were on our way to the cafeteria to have lunch. This was going to be our first meal of the day as we had to wake up early to get to school on time and start with our project. One of my other friends grabbed my hand and told me that I had to see something. I told her to wait for a while as I hadn’t eaten anything since morning and I was extremely hungry. She agreed and I went to the cafeteria to order my food.
40	I chose fish and chips as usual as it was mouth-watering. The chips were wedges, seasoned with salt, pepper and chilli flakes. The fish was to die for as it was flavoured with garlic, onion powder and dried ginger, apart from being coated with salt, pepper, and chilli, with a lemon zesty corn floury coating. It was definitely my favourite. This, I ordered with lemon tea to wash it all down.

45	<p>While waiting for my order to arrive, I was salivating at the thought of digging into it. My best friend had ordered his meal too. Rice with an assortment of vegetables and honey roasted chicken thighs. He too could not wait to enjoy his meal. We were discussing what our next plan of action was when my friend who had earlier told me that she wanted me to see something came and told me that it couldn't wait a second more. She grabbed my hand and pulled me out of my chair. I was a little shocked by her actions.</p>
50	<p>She took me to the far corner of the school where she opened her bag and there slept the cutest, fluffiest kitten I had ever seen. Then she asked if there was no one to claim the kitten could she keep it. I didn't know why she asked me but I agreed with her.</p>
55	<p>We then walked back to the cafeteria and she was telling me stories of what she would do if the kitten had no one. She told me she would take care of it and they would live together as the best of friends. All the while, I kept wondering if it had done its business in her bag and what she would do if it had. No, there was no smell to indicate that anything untoward had happened but you never knew.</p>
60	<p>I was still wondering about the kitten when we arrived and it took me a few seconds to find my bestie, who was eating his food with gusto. I walked quickly toward him with my friend and her kitten – which was still asleep in her bag. I looked around but all I saw was an empty plate where I would have sat and him still eating his meal. I asked him if my meal would be ready soon. He stopped, looked up at me sheepishly and said "Sorry buddy, I couldn't resist. I just had to take a bite and then it led to two and three until I finally realised it was all gone." "What?" I yelled, "Why didn't you at least keep <i>your</i> food aside for me to eat?" He sat there with his mouth full and half his lunch gone and stared at me with a sorry look on his face.</p>
65	<p>I just had to walk away. I was so hungry and angry. He had eaten my fish and chips and left nothing for me. I have never felt so betrayed.</p>
By L. Johnson	

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>From the first paragraph of the story, describe the feelings of the narrator.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: left;">Multistructural</th> </tr> <tr> <td style="text-align: center;">2</td> <td style="width: 20px;"></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 'tough love' implies in line 6.</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 phrase 'quite a stir' 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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1.4	<p>Quote an example of a metaphor that is used in paragraph 4.</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 a reason why she thought they would receive the Valedictorian Award at the end of the year 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 why the author used the phrase '...first meal of the day...' in paragraph 8.</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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1.7	<p>Describe what made the fish and chips meal mouth-watering.</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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1.8	<p>Give a reason why the narrator was a 'little shocked' in line 47.</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>State a lesson that the author conveys to its readers.</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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1.10	<p>Identify the meaning of the word 'sheepishly' in line 60.</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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1.11	<p>State the method of narration that is used by the author.</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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Question 1**Passage B****Poetry**

5	<p>Accept</p> <p>Sometimes life hands us burdens we can't change, but we try anyway, using up a lot of energy and experiencing a lot of pain in the process.</p>
10	<p>Accept things you can't change.</p> <p>Accept, accept, accept.</p> <p>Then take that time and energy you've been wasting and focus it on something that will bring you pleasure.</p> <p>You deserve it.</p> <p>By Joanna Fuchs</p> <p>Source: https://www.poemsource.com/free-verse-poems-about-life.html</p>

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 lines 1 to 3.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="width: 20px;"></td> </tr> <tr> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td style="text-align: center;">NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.13	<p>State the persona's attitude in lines 4 to 6.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="width: 20px;"></td> </tr> <tr> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td style="text-align: center;">NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.14	<p>Describe the things the poet is referring to when she says:</p> <p style="text-align: center;">'...Accept things you can't change...'</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>Identify one literary device used in line 8.</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 poet's feelings in the following lines:</p> <p style="text-align: center;">'...Then take that time and energy you've been wasting and focus it on something...'</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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1.17	<p>State the poet's opinion in lines 11 and 12.</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>State the poet's point of view in the last line.</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>State how the poem is organised.</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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1.20	<p>Identify the method of narration that is used in the second and third stanza.</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 that one can learn from the poem 'Accept'.</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 at least one common attitude that you found in both passages. Relate the common attitude mentioned to real life situations and discuss the important message that the author and poet are conveying to you through this common attitude.</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/> <hr/> <hr/> <hr/> <hr/> <hr/>									

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 applied aptly, 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 that you have studied this year and describe a scene that depicts conflict or tension. Discuss an important lesson learnt from this scene and explain how the conflict or tension is resolved.

OR Option B

With reference to a Shakespearean drama that you have studied this year, describe the opening scene. Discuss whether you liked the opening scene and say how the playwright could have made the scene more interesting.

Question 2.2: NON-SHAKESPEAREAN DRAMA

Either Option A

With reference to a non-Shakespearean drama that you have studied this year, describe the antagonist's internal conflict. Explain how this internal conflict brings out the theme of the drama.

OR Option B

Refer to a non-Shakespearean drama that you have studied this year and describe the climax. Explain how the climax has impacted the main character and discuss one lesson that you have learnt from it.

Question 2.3: POETRY

Either Option A

'Poetry helps us to gain insight that allows us to understand human nature.'

With reference to **two** poems that you have studied this year, describe an aspect of human nature that is expressed in **each** poem. Explain how understanding human nature enables one to make changes accordingly.

OR Option B

'Poetry can make us more aware of the world we live in.'

With reference to **two poems** that you have studied this year, describe **two** things the poem reveals about the world we live in. Explain how **a rhetorical device** from **each** poem is used to make us more aware of our world.

Question 2.4: NOVEL**Either Option A**

'The main character in any story is neither good nor bad.'

With reference to a novel that you have studied this year, describe **two** characteristics of the main character. Explain whether you agree or disagree with the above statement and justify how the actions of the main character have affected your thoughts.

OR Option B

With reference to a novel that you have studied this year, describe **two** incidents that you found to be either humorous or full of tension. Explain how these incidents bring out the overall message of the novel.

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

Choose **two** short stories that you have studied this year and for **each**, describe a relationship between **two** characters and discuss one lesson learnt from each relationship.

OR Option B

Select **two** short stories that you have studied this year and for **each**, describe the setting and background. Discuss how similar the setting and background are to your society.

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

'Issues dealt within non-fiction prose are symbols of hope for people in the society today.'

With reference to a non-fiction prose work that you have studied this year, describe **two** important issues that are conveyed by the author. Explain how the issues are symbols of hope for people in your society today.

OR Option B

'For stories to come to life, techniques of writing used by authors must be powerful.'

With reference to a non-fiction prose work that you have studied this year, describe **two** techniques that are used by the writer. Discuss how the techniques make the story come alive.

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

With reference to a film that you have studied this year, describe a scene that had an impression on you. Explain your reaction to that scene and what the director was trying to convey to its viewers.

OR Option B

With reference to a film that you have studied this year, describe **one** important feature of the film (choose from: mise-en-scene, rhetorical devices, background music and style, cinematography, lighting, and editing) that appeals to you. Evaluate the ways in which that feature makes the film interesting to watch.

GENRE:

QUESTION NO.: _____

OPTION: _____

TITLE[S]:

AUTHOR[S]:

GENRE:

QUESTION NO.: _____

OPTION: _____

TITLE[S]:

AUTHOR[S]:
